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ABSTRACT

The human relations teaching unit suggests materials and activities designed to sensitize students toward racial matters and group interaction of blacks and whites in American society. It is intended for use in an ongoing psychology or related course on the secondary level. The guide recommends that teachers remain neutral introducers of evidence which is to be weighed and evaluated by the students, who are consequently expected to move toward a goal of increased understanding. Units are included on such topics as Minorities and the Police, Minorities and the Employment Agency, The Kerner Commission Report, Discrimination, Freedom Riders, School Bus Incident, and Conditioned Helplessness. The lessons include directions for organizing role playing, field trips, visits by outside resource persons, data collection, volunteer activities, interviews, surveys, studies of ethnic characterizations and population characteristics, plus an extensive bibliography for further study by teachers. Each lesson includes a list of references, "Cautions" and "Follow-up" sections, and behavioral objectives. Step-by-step procedural instructions are given for lessons which are arranged on a one hour per day basis for a period of two weeks. (Author/DB)

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BLACK / WHITE AMERICA

by

Richard A. Kasschau

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EDUCATION & WELFARE
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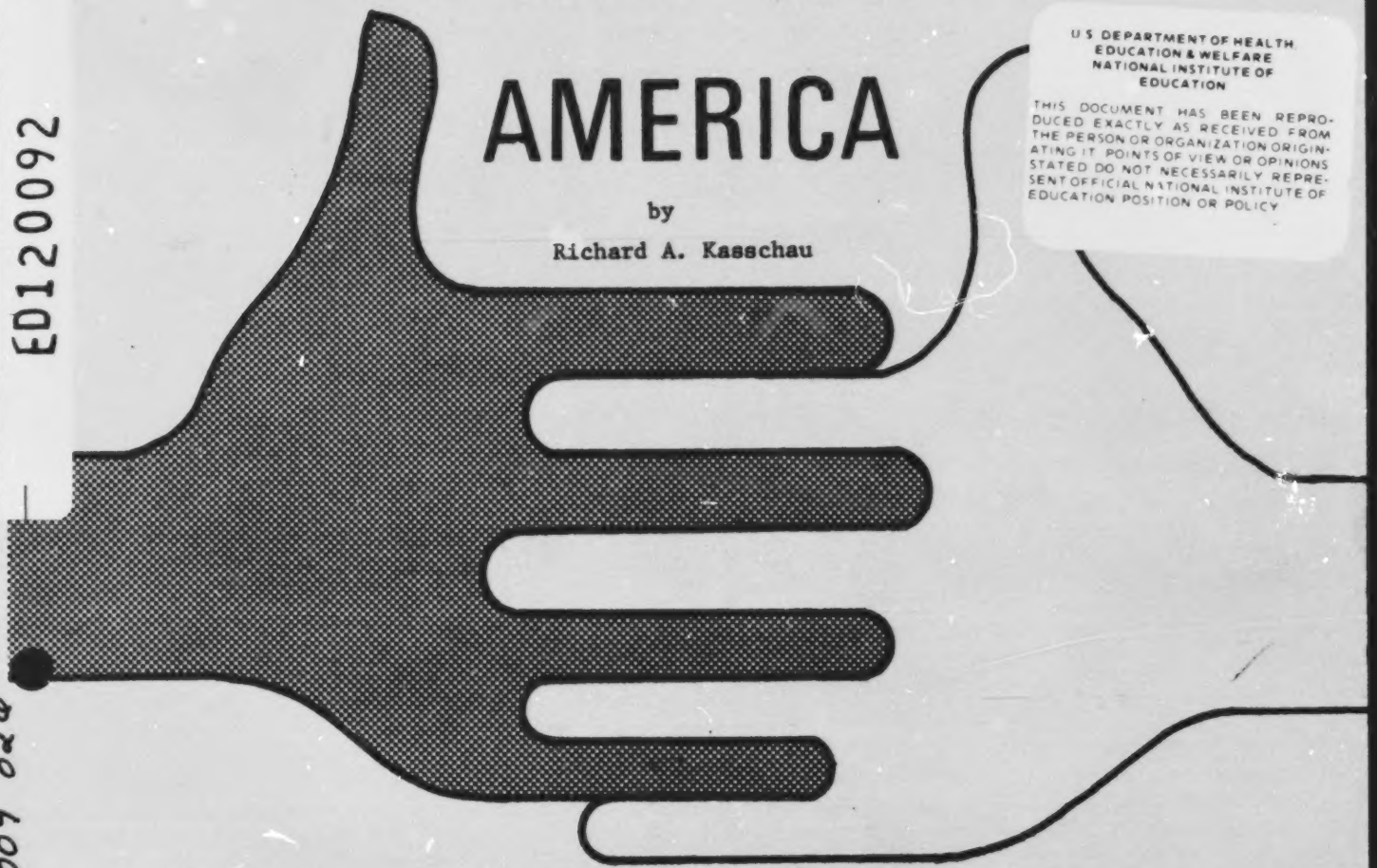

SP 009 024

a two week unit on relations between the races

1972

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The writing group which composed this unit included two high school teachers of psychology (Mrs. Lorrane W. Fordham, Burke High School, Charleston, South Carolina; and Mr. Paul A. Stewart, Orangeburg-Wilkinson High School, Orangeburg, South Carolina), two students who had just graduated from high school (Miss Harriet G. McCombs and Mr. M. Wayne Smith, both of Columbia, South Carolina), and one psychologist (Dr. Richard A. Kasschau, Department of Psychology, University of South Carolina, Columbia, South Carolina). These people were aided immeasurably by input, both large and small, from a variety of consultants, all of whom share two things in common: (1) They helped us tremendously in accomplishing our objectives, and (2) They are not to blame for any errors, whether of omission or commission, in these materials. The consultants were as follows:

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Dan W. Dodson	Director, Institute for Human Relations	New York University
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Meyer Weinberg	Consultant	City Colleges of Chicago
H. Larry Winecoff	Director, Center for Integrated Education	University of South Carolina

Table I

Summary of Unit

	(1) Monday	(2) Tuesday	(3) Wednesday	(4) Thurs-day	(5) Friday	(6) Monday	(7) Tuesday	(8) Wednesday	(9) Thursday	(10) Friday	(11) Activities
1	Internal vs External Control	The Masking Tape Game	An Interview Regarding Prejudice	Blue Eyes/ Brown Eyes	Ambiguous Picture, Rumor, and Bias	Role-Playing	Games	Debate = Assert and Listen	Condi-tioned Helpless-ness	"My View of ____"	Sites to be Visited
2	Bogardus' Social Distance Scale		Volunteer Activities		"Minority Group" Debate	Role-Playing: Name Calling	The Mirror Game	"The Po' Dog"	A Closer Look	Women as a	General Population Character-istics
3	Sociometry		DISCrimi-nation		Coopera-tive Data Collection	Role-Playing: Fighting Boys	Non-verbal Communi-cation	Minorities and the Police	Racism in America	People Fair	State Archival Agencies
4			Stereo-typing			Role-Playing: School Bus Incident			The Kerner Commission Report	Childrens' Art	Resource Personsfor Classroom Presenta-tion
5			The Prejudiced Tongue			Role-Playing: The Employment Agency			The Dove Counter-balance Intelli-gence test		Biblio-graphy
6			Prejudice by Pen			Role-Playing: The Black Power Assignment			An Instance of Racism in Society		
7			Defini-tions of a Minority Group						Freedom Riders		
8			Defini-tions of "Ethnicity"								

Black/White America
Teacher's Instructions

This is the introduction to a single, two-week teaching unit on Black/White America. It is intended that this unit eventually be only one among many such units which offer an introduction to the discipline of psychology for high school students, emphasizing both practical examples of psychology in the students' world and the discipline of psychology.

Assumptions: These materials are attempting to meet multiple needs and are based on several explicit assumptions: First, the material must be intrinsically interesting to students, i.e., it must offer a variety of activities during the course of the unit. Second, to increase the likelihood that the materials will be used again by the teacher, the materials should, where possible, offer several alternative means by which they may be taught. Third, the materials should be self-explanatory or fully explained so as to minimize additional preparation for the teacher. Fourth, the materials should be self-contained, so as to be teachable without the aid of any resources external to the teacher possessing the unit. Fifth, the unit should be flexible to facilitate its insertion into an ongoing psychology course as well as into any course with content related to the unit's content. Finally, the unit, while flexible, should faithfully reflect the discipline of psychology in such a way as to provide practical lessons for the non-college-bound students and fundamental foundations for students destined to encounter other psychology courses later in their education.

Teaching Techniques: No development of curricular materials can occur without consideration of the teaching techniques to be used. With respect to these techniques, several premises were adopted: First, since psychology is a relatively young formal discipline in the history of man, some of its most basic premises are still under very close scholarly scrutiny. Similarly, in the arts much debate is generated by personal preferences, while in the natural (physical) sciences preference often yields to matters of fact. Psychology being young, is often arguing with itself between the "art" and "science" of psychology, between the "clinical" and "statistical", between the "mind" and the "body". The ill-defined position of psychology along the dimension of disciplines stretching from those based solely on personal preference to those more strongly based in fact, has important implications for the teaching technique of the instructor in a high school psychology course. It must be a technique which fosters inquiry in students, which ENCOURAGES STUDENTS TO EXAMINE DATA AND REACH THEIR OWN CONCLUSIONS as regards to what is right. Second, some of the issues to be covered in a complete course in the behavioral sciences will be controversial. The TEACHER MUST MAINTAIN A POSITION OF NEUTRALITY while teaching these controversial topics so as to encourage students to an attitude of inquisitiveness with respect to behavioral phenomena. Third, efforts must be made to PROTECT DIVERSITY IN OPINIONS where that diversity is based on reason, not bias. Fourth, for in-classroom activities DISCUSSION SHOULD BE THE PRIMARY MODE OF PRESENTING AND EVALUATING INFORMATION related to the topic at hand. Fifth, the teacher, from a position of neutrality, will foster learning by introducing evidence to be weighed and evaluated by the students, NOT WITH THE GOAL OF CONSENSUS, BUT WITH THE GOAL OF UNDERSTANDING.

Utilizing a technique of teaching strongly modified from one developed by The Humanities Project (an English curriculum development effort started in 1967) the teaching strategy being endorsed by the present project is that of open investigation. Open in that (1) all topics can be covered, (2) the issue at hand is not resolved but considered at its present point of development, (3) no approach to investigation is ignored. Investigative in that (1) student inquiry is encouraged, (2) a variety of techniques for scrutiny and criticism are developed, and (3) issues are not resolved, but discussed. In terms of this strategy, the materials are intended merely as the jumping off point, as a variety of exercises designed to stir up thought. The units, if you will, may be likened to the lighter fluid most widely used in lighting charcoal fires. They are to be sprinkled where apropos, and carefully lit. It is to be expected there may be a flare-up (i.e., heated discussion), but the best of the process will remain long after the obvious results of the units have passed from sight.

Organization of Activities: Each of the enclosed lessons is intended, with few exceptions, to involve one hour of classroom discussion time. Each lesson has been written specifically for the teacher. In some cases the package includes nothing other than instructions for the teacher, but in any lesson where materials must be handed out to students, copies of that material are included in the lesson and should be duplicated exactly by the teacher for distribution to students. Each lesson is identified by two numbers separated by a slash mark in the upper left of the first page. The first number indicates which of the ten columns of activities the lesson belongs with as outlined in Table I; the second number is the sequential listing number of that activity within the columns of Table I. No importance other than identification is attached to the second number.

Although there is some variety across lessons, each lesson generally conforms to the following outline:

Objective: A concise statement of the behavioral change the lesson is intended to register on the student.

General Information: An optional section which provides the teacher with information in addition to that supplied the students in their material.

Procedure: After the teacher has become thoroughly familiar with the lesson, this section provides step-by-step instructions on conducting the exercise of the lesson.

Caution(s): An optional section which may list some student responses for which the teacher should be prepared, directions which the lesson might take but which should be discouraged by the teacher, and/or additional explanation of steps listed in the procedure section.

Follow-up: Usually contains questions which may be addressed to students before, during, or after completing the exercise to increase student awareness of what has been demonstrated by the lesson. This section may also suggest additional activities which can be used to build on class enthusiasm generated by the exercise at hand.

Reference(s): This will include titles of books and/or journal articles which are directly related to the lesson. The interested teacher is encouraged to find such references as they usually represent a rich source of information relevant to the procedure of the lesson.

Alternative(s): An optional section which lists other activities which are sufficiently similar to the one described in the procedure of the lesson as to demonstrate points closely related to those stated in the lesson's objective. This section may sometimes contain less expensive, alternative means of teaching the same objective by a different procedure.

Materials: An optional section usually included when the lesson relies heavily on materials and/or apparatus readily available at most high schools.

Unit Outline: The basic design of the unit can be best understood by referring to Table I which contains 12 columns, the middle 10 of which represent ten sequential teaching days proceeding left to right and 1-8 rows. To choose a two week lesson the teacher should first familiarize him- (her-) self with all of the individual lessons. A lesson plan is devised by organizing the lesson around one of several possible topics (suggestions follow) and then drawing one one-hour lesson from each column.

Proceeding along the columns left to right, the general objectives are as follows: Day I: A pre-unit measure of understanding of and tolerance for minority group members. More than one of these exercises may be administered during the first day. Day II: A classroom game intended to illustrate for the student the extent to which he relies on his surroundings for help in defining himself. A number of issues can be raised which will be answered during the remainder of the unit. Day III: Activities to develop individual student's understanding of important terms and to define "where the student's at" regarding racial matters. Day IV: A classroom demonstration of prejudice in operation. Day V: Individual data collection which is subsequently pooled for consideration and evaluation by a larger group or the whole class--an illustration of working together for the common good. Day VI: A series of activities which give students the opportunity to role-play and be criticized in that role-playing as an aid toward understanding race relations and majority/minority group interactions. Day VII-VIII: Additional materials are introduced which can be considered in light of prior experience and related to the minority group experience. Day IX: Individual or group summaries of the lesson(s) learned, providing opportunity for added group activity and discussion, including self-evaluation and expression. Day X: Activities generated by the preceding two weeks' experiences and designed both to foster communication of the new-found knowledge to other students and to provide means for entry into other related units, e.g., on women, art, or social psychology.

The means by which these goals are acomplished are many and varied. The particular selection of 10 activities created by the teacher will take many things into account, including (1) community resources, (2) the ability of the class, (3) the racial composition of the class, and (4) prior units studied by the class, as well as (5) the issue or appraoch on which the teacher wishes to develop the lesson. Since each lesson includes any cautions involved in using the materials in the lesson, the fifth point above is probably

the most important in selecting the materials. The teacher is specifically cautioned in two ways: (1) some activities (e.g., 4/1, if taught using a movie) require advance planning and/or preparation. Once the approach and specific activities are chosen, the teacher should reread the activities making note of any required advance preparation. (2) Some of the activities require a racially mixed class (e.g., Day VI activities.) Lacking such a mix, appropriate adjustments (or substitution of activities) should be made.

Teaching Themes: The unit as a whole may be developed along any of several themes, and teachers may wish to draw on some of these materials while adding others of their own invention to develop other themes. Themes, as used in this context refer to teacher techniques, central concepts, and/or type of student activities. Among the themes which may be developed by selection of specific lessons are the following:

Black/white relations with the emphasis on cooperation: Such a unit could be developed by using the following 10 lessons: 1/3, 2/1. 3/6, 4/1, 5/3, 6/5, 7/3, 8/1, 9/2, and 10/3, perhaps including the movie The Defiant Ones.

Power: The role of power and who possesses it in defining the relations which exist between large groups of people might be developed using the following collection of lessons: 1/3, 2/1, 3/7, 4/1, 5/2, 6/6, 7/1, 8/2, 9/4, and 10/2, including a guest lecture by a local member of the Black Panthers.

The basic similarity of blacks and whites: This point as a central theme could be easily illustrated by using the following selection of 10 lessons: 1/2, 2/1, 3/5, 4/1, 5/2, 6/2, 7/2, 8/2, 9/3, and 10/1, including the movie Black and White Uptight.

Culture and minority groups: The aledged "inferiority" of minority group members, the extent to which the development of an individual's potential is determined by the culture in which he exists, and the overwhelming effect of culture on development could be used as the central theme of the unit drawing on the following lessons: 1/1, 2/1, 3/1, 4/1, 5/1, 6/3, 7/1, 8/3, 9/5, and 10/4, along with a visit to an environment not typically experienced by the average class member, whether a black class is taken to the suburbs or a white class is taken to the ghetto.

The right-hand column in Table I lists a large number of activities which may further amplify points illustrated by the two weeks of materials, as determined by local assets or liabilities. This might be accomplished by a movie, by reading one or two novels related to the black experience, a guest lecture, a visit to the state archives, and any other relevant activity. The right-hand column simply lists a variety of outside-the-classroom sources of information which could easily be brought directly into the classroom to facilitate the teaching of this unit.

Internal vs External Control

OBJECTIVE:

To demonstrate that people differ as to whether they view themselves to be controlled internally ('masters of their own destiny') or externally ("buffeted by the winds of change") and that the perception of how they are "controlled" influences people's behavior.

GENERAL INFORMATION:

According to Rotter (1971), some people are confident that they control themselves and their destinies. They are 'Internals", and they tend to have a more positive attitude about themselves. Others tend to think their fates are in the hands of nature and these people tend to be more docile and suspicious; they are "Externals".

With respect to this Rotter has found that among black and white children the middle class blacks were only slightly more external in their beliefs than middle class whites, but that among children from lower socioeconomic levels blacks were significantly more external than whites. He also reports other work in a black church in Georgia where it has been found that activists in the church were significantly more internal than were non-activists of similar educational and socioeconomic status.

This work indicates that whether white or black the major determinant of internal/external view of the world is socioeconomic class. If the classroom group is composed primarily of students from similar socioeconomic backgrounds it should be possible to administer Rotter's Internal/External test and demonstrate no difference in scores for blacks as compared to whites, assuming that whichever group is in the minority nevertheless has a sufficiently representative sample of students.

PROCEDURE:

Duplicate the attached test with the instructions on page 1 and the questions on pages 1-3. Distribute the questionnaire to the students and after they have read the instructions read the following question.

"Do you have any questions? [Pause...]

'All right, you may begin."

When the students have finished the questionnaire they can help score it, or it can be done after class. The "score" is simply the number of external choices which are made, so the lower the score the more internal an individual would be considered. Six questions included in the test are filler items which are not scored. The remaining questions are scored as external responses if the student made the following choices (give one point for each such choice);

1.	Do not score	8.	Do not score	15.	b	22.	b
2.	a	9.	a	16.	a	23.	a
3.	b	10.	b	17.	a	24.	Do not score
4.	b	11.	b	18.	a	25.	a
5.	b	12.	b	19.	Do not score	26.	b
6.	a	13.	b	20.	a	27.	Do not score
7.	a	14.	Do not score	21.	a	28.	b
						29.	a

Either record, or have the student record, in the upper right corner of the front page of the questionnaire the number of external choices made by the student.

CAUTIONS:

1. Students sometimes tend to object to the two alternatives as being too extreme. If such objections are raised, or if students seem reluctant to choose, point out to them that (1) their instructions indicate only that they should choose the one they believe to be the truer alternative (not that the alternative is the only true statement that might be made), and that (2) although they may not agree totally with either alternative they should simply choose the one alternative they believe more strongly.

2. If the racial (or sex) balance of your class is such that minority scores could be easily identified with specific people, you are advised to delete the race identification question on the cover sheet of the questionnaire. Alternatively, in certain areas of the country additional races (red, brown, yellow) might profitably be included (or substituted) in the race question.

3. In the absence of a minority group with which to compare scores, discussion might center instead on (the lack of) sex differences.

FOLLOW-UP:

Generally females tend to be slightly more internal, but several other interesting comparisons can be made. On the blackboard set up a frequency table labeling the first column "Score" and numbering down the left side of the table from 1 to 23 (the maximum possible number of external choices). The second column might be labeled males; the third females. Or blacks and whites. Or any other combination of interest to the teacher and/or the class. To make the male/female comparison divide the questionnaires by sex and simply tally what score was made by each student, females in one column, males in the other. Calculate the average score for each group by determining the total of all scores in each column and dividing by the number of scores in that column. Proceed similarly for a black/white comparison. Discussion could center around the following questions:

(1) Do you perceive yourself to be internally or externally controlled?

(2) What factors have contributed to the shaping of your perceptions of how you are controlled? Race? Sex? Environment? Education?

(3) Why do you think females tend to be more internal than males?

(4) Were you surprised that blacks and whites were not different in their views of internal vs external control? Why?

REFERENCES:

Rotter, J. B. "Generalized Expectancies for Internal versus External Control of Reinforcement." In Psychological Monographs: General and Applied Vol. 80, No. 1 Whole No. 609, 1966 Considers in depth the theory and technique behind the development of the test.

Rotter, J. B. "External Control and Internal Control" in Psychology Today, June 1971, Vol. 5, No. 1. Goes into the structure of the test in a very readable way for high school students.

Name:_____Class:_____Score:_____

Date:_____Sex: Male Female Race: Black White Other:_____

Instructions: This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief: Obviously there are no right or wrong answers.

For each pair of statements put the letter (a or b) of the statement with which you agree on the line to the left of the statements. Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. Put the letter of the statement on the blank line to the left of the number whichever statement you choose to be more true.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

Stop here. Do not go any further until told to do so by your teacher.

____1.a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.

____2.a. Many of the unhappy things in peoples lives are partly due to bad buck.
b. People's misfortunes result from the mistakes they make.

____3.a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.

____4.a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

___5.a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

___6.a. Whitout the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.

___7.a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.

___8.a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.

___9.a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

___10.a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

___11.a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.

___12.a. The average citizen can have an influence in government decisions.
b. This world is run by the few people in power, and there is not much the little guy can do about it.

___13.a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

___14.a. There are certain people who are just no good.
b. There is some good in everybody.

___15.a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.

___16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

___17.a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
b. By taking an active part in political and social affairs the people can control world events.

___18.a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There really is no such thing as "luck".

___19.a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.

___20.a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends upon how nice a person you are.

___21.a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

___22.a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.

___23.a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.

___24.a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.

___25.a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.

___26.a. People are lonely because they don't try to be friendly.
b. There's not much in trying too hard to please people, if they like you, they like you.

___27.a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.

___28.a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

___29.a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run the people are responsible for bad government on a national as well as on a local level.

Bogardus' Social Distance Scale

OBJECTIVE:

To obtain a preliminary measure of the students' degree of acceptance of typical members of a different race so as to provide a basis for comparison of changes in the degree of acceptance after studying the unit on Black/White America.

GENERAL INFORMATION:

Bogardus (1925) developed his Social Distance Scale as a means for comparing both the same individual's attitudes toward different races (or nationalities) and different individual's attitudes toward the same race (or nationality). It can also be used to compare an individual's attitude toward a specific race at different times. The present unit is set up for the latter purpose.

The scale suffers from two drawbacks: (1) The measurement scale samples only seven points along what is most likely to be a very complex dimension representing an individual's attitude toward another race, and (2) it is only an attitude scale measuring pencil-and-paper attitudes which are not necessarily those attitudes which would appear in a real-life situation. However, while recognizing these difficulties, the Social Distance Scale does offer an easy method for measuring the attitudes of each member of a class in a fairly short interval of time.

PROCEDURE:

Give each student a copy of the Social Distance Scale questionnaire of which a sample copy is attached. Read the following instructions:

"Today we are going to measure your attitudes toward each of a number of races. I do not want you to put your name on the sheet of paper I just gave you, so you can be completely honest with yourself as you answer each of the questions listed there."

"As you can see on the questionnaire, the question being asked is the same for each race, but each time it's asked the race changes, so read each question carefully."

"For each race you should put a check mark beside an many of the seven statements as you agree with."

"Do you have any questions?" [Pause...]

"You may begin." [Allow time for students to complete the questionnaire and then say. . .]

"Please double-check your questionnaire to make sure your answers are clear. [If Question E is included, continue...] Also make sure you have indicated your race by circling the appropriate word in Question E.

"When you're finished fold your questionnaire and I will collect it."

After each student has finished the questionnaire collect the sheets and summarize the data as follows: For each question asked set up a 7-column table with one row for each member of the class and the columns numbered left to right one through seven. For each student, place a mark in the row beside his name and in the column which indicates the most positive (i.e., lowest numbered) statement with which he agreed. For example, if a student has agreed with statements 3, 4, 5, 6, and 7, place a mark in the row beside his name in the third column, continue in a similar manner for each student. At the bottom of the table simply count and record for each column the number of marks in that column. To obtain the average class attitude toward each race, simply total [(7 x # marks in 7th column) + (6 x # marks in 6th colums) +...+ (1 x # marks in 1st column)] and divide this total by the number of students in the class. This process should be repeated for each race with a new table.

CAUTIONS:

1. Asking each student to put his name on the questionnaires which are distributed in class is likely to force the student to give a more socially acceptable answer. Anonymity increases the likelihood of a true answer, so teachers are advised to avoid having students identify themselves by name on their questionnaire.

2. Similarly, if a class is composed such that one student will surely be identifiable by race if Question E is included on the questionnaire (as could occur in a class with one black or white student among the class otherwise totally white or black, or for one Indian among an otherwise racially balanced black and white class), then teachers are advised to omit Question E.

3. Although it will occasionally happen that a student will, for example, agree with the third statement, disagree with the fourth statement, and then agree with the fifth, sixth, and seventh statements, the statements are ordered by decreasing closeness or association. Such reversals should be very rare, and for purposes of calculating the average class position, simply take the most positive (lowest numbered) statement a student endorses as the indicator of his position.

FOLLOW-UP:

A second administration of the Social-Distance Scale either immediately following the minority-group unit or several weeks after its completion is strongly advised. This will permit a comparison of pre- and post-unit administrations. In such comparisons, the effectiveness of the unit is judged by the movement of the class toward endorsement of lower numbered statements. Such movement may be slight, but any movement is indicative of improvement.

If Question E has been asked it may be of interest in a racially mixed class to tally separately the average attitude of each race toward members of each race. For example, how does the average attitude of black students toward members of the white race compare with the average attitude of white students toward members of the black race? Does this change after studying the Black/White America unit?

REFERENCE:

Bogardus, E.S. Measuring Social Distances. Journal of Applied Sociology, 1925, 9, 299-308.
Although based on social distances between various nationalities, this source contains a complete description for setting up, using and summarizing a Social Distance Scale.

A. According to my first feeling reactions, I would willingly admit American Indians (as a class, and not the best I have known, nor the worst) to one or more of the following classifications beside which I have placed a check mark:

_____1. To close kinship by marriage.
_____2. To my club as a personal chum.
_____3. To my street as neighbors.
_____4. To employment in my occupation.
_____5. To citizenship in my country.
_____6. As visitors only in my country.
_____7. Would exclude from my country.

B. According to my first feeling reactions, I would willingly admit members of the Caucasian race (as a class, and not the best I have known, nor the worst members) to one or more of the following classifications beside which I have placed a check mark:

_____1. To close kinship by marriage.
_____2. To my club as personal chums.
_____3. To my street as neighbors.
_____4. To employment in my occupation.
_____5. To citizenship in my country.
_____6. As visitors only in my country.
_____7. Would exclude from my country.

C. According to my first feeling reactions, I would willingly admit Chinese (as a class, and not the best I have known, nor the worst) to one or more of the following classifications beside which I have placed a check mark:

_____1. To close kinship by marriage.
_____2. To my club as personal chums.
_____3. To my street as neighbors.
_____4. To employment in my occupation.
_____5. To citizenship in my country.
_____6. As visitors only in my country.
_____7. Would exclude from my country.

D. According to my first feeling reactions, I would willingly admit members of the Negroid race (as a class, and not the best I have known, nor the worst members) to one or more of the following classifications beside which I have placed a check mark.

_____1. To close kinship by marriage.
_____2. To my club as personal chums.
_____3. To my street as neighbors.
_____4. To employment in my occupation.
_____5. To citizenship in my country.
_____6. As visitors only in my country.
_____7. Would exclude from my country.

E. What is your race? American Indian Caucasian Mongolian Negro
(Please circle correct choice)

Other: _____
(Please specify)

SOCIOMETRY

OBJECTIVE:

To obtain a preliminary measure of the intraclass social hierachy and to provide a basis for comparison of changes in the hierarchy after having studied the unit on minority groups.

PROCEDURE:

Administration of the Sociometric Questionnaire:

The following instructions should be read to the students. Cautions and instructions to the teacher are set off in parentheses.

"During the next several weeks we will be changing our seats around and working in small groups. You can help me arrange groups that work best together. You can do this by writing the names of fellow students you would like to have work with you. You may choose any one in this class you wish, including those who are absent. Your choices will not be seen by anyone else. I will now pass out a sheet of paper with the names of the members of this class. We will use this list for you to choose the students with whom you would like to work. When you get your list, please find your name and put a circle around it. Please do not do anything else until I tell you to do so.

[A sample sheet, including the instructions, is enclosed with this unit.]

[The teacher should give one list to each member of the class and then continue...]

"Please fill in the information at the top of the sheet, including your name, class, and today's date. Do you have any questions?"

[Pause until all information is filled in.]

"Now let's read the instructions."

[Read instructions on the list while students follow silently and then continue...]

"Make your choices carefully so the groups will be the way you really want them. I will try to arrange the groups so that each of you gets at least two of your choices. Sometimes it is hard to give everyone his first choice so be sure to make _____* choices."

"Do you have any questions?"

"Remember your choices must be made from students in this class, including those who are absent. Second, you should make _____* choices. And finally, your choices will not be seen by anyone else. You may begin."

[Allow time for students to complete work.]

"Is everyone finished. Please check to make sure you have written _____*

*Fill in desired number

numbers along the left margin of the paper to indicate your first ____* choices. Once you are finished please fold your list and I will collect it. Thank you."

Generating the matrix table: 1. Fill in the blanks at the left of the matrix, making sure the name listed by each number is the same as that listed by the number on the sheets turned in by the students.

2. To record the choices of a student identify his number from the one which is circled on his sheet, or by using his name from the top of his sheet.

3. With the sheet facing you as you would normally read it, turn it 90 degrees counter clockwise so the numbers and blank lines are at the bottom of the sheet.

4. Align the numbers at the bottom of the student's sheet with the numbers on the matrix and position the student's sheet so the edge with the lines and numbers is just above the row on the matrix which contains the student's name and number.

5. Either (a) copy the number indicated by the student, or (b) put a mark in the squares which coincide with the names indicated by the student. The choice of (a) or (b) is dependent on the subsequent use to which you wish to put this information.

6. Repeat Steps 2-5 for each student in class.

Summarizing the matrix table: 1. For each column total the number of choices received and enter the figure in the appropriate box at the bottom of the column.

2. For each row total the number of choices given and enter the figure in the appropriate box at the right of the column.

3. [The procedure for calculation of cross-race choosing percentage may also be adapted for the calculation of cross-sex choosing using the following procedure.] Circle the number of each minority student in the class on all four sides of the matrix.

4. For each row, one at a time, count the number of members of the opposite race chosen and record the total to the right of the row in the OR column. Likewise count and record in the SR column the number of same-race coworkers chosen by each student. SR + OR should equal Total.

5. OR/Total x 100 = % opposide-race choosing.
SR/Total x 100 = % same-race choosing.

[6. The number of OR and SR choices which are recieved can be calculated using the same procedure for each column rather than each row.]

7. Determination of mutual choices is achieved by starting at the diagonal in the upper left corner of the matrix and going across the first row. For any choices made by the first student (indicated by a mark in the first row), mutual choices are indicated if a student chosen by the first student in turn chose the first student (indicated by a mark in the first column). If the first student chose students 8, 11, and 19, and was chosen by students 2 and 19 there

* Fill in desired number

would be one mutual choice. Thus the mark in the first row, column 19 and the mark in the first column, row 19 should be circled, indicating a mutual choice. Starting again at the diagonal line and going across the second row and down the second column, mutual choices involving the second student can be determined. This process of starting at the diagonal and going across each row to the right and down each column is repeated for each column and row intersected by the diagonal and circling each pair of marks indicating a mutual choice.

8. The mutual choices given can be summarized by counting the number of circled marks in each row and recording the total in the last column to the right. The mutual choices received, as a doublecheck on accuracy, can be obtained by counting the circled marks in each column and recording the total in the last row at the bottom. The number of mutual choices in each row should be identical to the number of mutual choices indicated under the column of the same number.

9. Mutual choices/Total choices x 100 = % Mutual choices.

Analysis: 1. List the students in order on a separate sheet of paper in descending order of number of choices received.

2. Probably the greatest benefit from sociometric data is gained through its use in establishing smaller groups for a specific activity within the context of a larger class. To do this the first step is to simply divide the class into subgroups and check to determine whether each student has at least one of his choices in his subgroup.

3. Although a certain amount of regrouping is to be expected before all students have at least one choice paired with them, it is usually easiest (using the rank-order list resulting from step 1 above) to start by grouping the students who were not chosen by any other student with one of their choices. The most often chosen students are easily placed and can be put into groups toward the end of the procedure. Requested choices should be satisfied in as equitable a manner as possible.

4. In forming the groups no group should have a disproportionately large or small number of members of one race or sex nor of nonchosen members. Likewise, class cliques should not be separated, but rather encouraged to expand.

CAUTIONS:

1. The question asked at the top of the sheet given to students may influence the social hierarchy revealed by a sociometric questionnaire. Generally, in a school situation, a question concerning a work companion or a recreation companion will be suitable for the purposes of this unit.

2. The value of this sociometric measure for purposes of post-unit comparisons will be adversely affected if the teacher fails to follow through as promised with the establishment of groups after the initial administration.

3. Although teachers may wish to specify a particular number, best results seem to be obtained by indicating the students are to choose "three to five" (3-5) students with whom they would like to work.

FOLLOW-UP:

A second administration of the sociometric questionnaire either immediately following the minority-group unit or several weeks after its' completion is strongly advised. This will permit comparison of results from both the pre- and post-unit administrations, and in such a comparison several statistics can be generated by which to measure the success of the unit.

The following would indicate a reduction in racial barriers in the classroom:

1. An increase in OR (opposite race) choosing.

2. An increase in average number of choices given. While 3-4 choices are normally requested, an increase indicates a more positive atmosphere.

3. An increase in the percentage of mutual choices indicating the class is more tight-knit.

4. On the list of students rank-ordered from most to least times chosen, an increase in the number of choices going to the lowest quarter of the students indicates greater acceptance (or recognition) of what less-chosen students can contribute to a group activity.

5. A decrease in the number of students who receive no mutual choices.

REFERENCES:

This abbreviated set of instructions for administering, summarizing, and analyzing a sociometric questionnaire is directed specifically toward detecting evidence of interaction with opposite-race students. This outline draws heavily on the following two references, both of which are commended to the teacher's attention:

Gronlund, N. Sociometry in the Classroom. New York: Harper Brothers, 1959. This is an excellent how-to-do-it book, including illustrated examples for administration and analysis of a sociometric questionnaire, and a detailed theoretical and experimental analysis of the technique.

Myers, E. E. Classroom Sociometric Analysis. Cleveland: Educational Research Council of America, 1970. This booklet is actually part of a complete testing and analysis kit available from ERCA for $1.75 (Kit B). The easily adaptable kit includes complete instructions, examples, and analytic aids for administering the questionnaire to 35 students. Both the kit and consumable supplies may be obtained from:

Educational Research Council of America
Rockefeller Building
Cleveland, Ohio 44113

Your name: _____ Class: _____

Date: _____ Sex: Male Female
(circle one)

Which other students in this class would you choose to work with you on a committee or work project, one which requires you to collect information, analyze it, and prepare a report to be given to your teacher, and possibly to the whole class?

_____ 1.
_____ 2.
_____ 3.
_____ 4.
_____ 5.
_____ 6.
_____ 7.
_____ 8.
_____ 9.
_____ 10.
_____ 11.
_____ 12.
_____ 13.
_____ 14.
_____ 15.
_____ 16.
_____ 17.
_____ 18.
_____ 19.
_____ 20.
_____ 21.
_____ 22.
_____ 23.
_____ 24.
_____ 25.
_____ 26.
_____ 27.
_____ 28.
_____ 29.
_____ 30.
_____ 31.
_____ 32.
_____ 33.
_____ Continue to end of class role

INSTRUCTIONS:

Along the left side of this sheet is an alphabetical list of each student in this class. We are going to be forming work groups of _____* students.

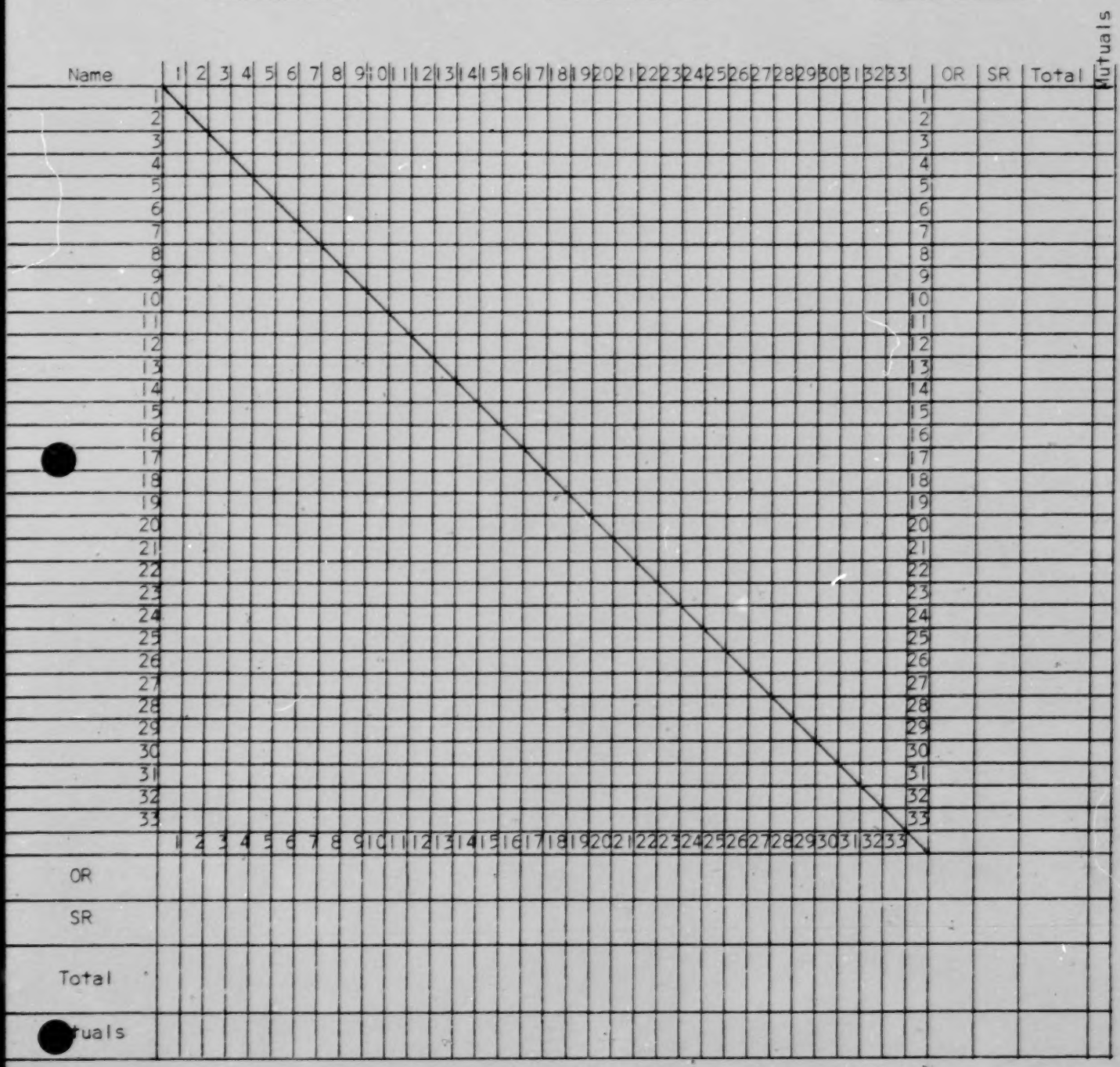
Place a 1 on the blank line to the left of the name of the student you would most like to work with you on the project. Place a 2 on the line next to the name of the student you would next like to work with you. Continue in this manner until you have chosen _____* students, and have the numbers 1 through _____* written in the blanks on the left side of the sheet.

* Fill in desired number

Sociometric Matrix Table

Class: _____ Date: _____

Grade: _____ Question: _____ Time: _____



The Masking Tape Game

OBJECTIVE:

To demonstrate how our interaction with others influences maintenance of the self concept.

PROCEDURE:

Instructions: Seven pieces of masking tape, each approximately three to four inches long, on which the following labels have been placed:

1. Tell me I'm right.
2. Tell me I'm wrong.
3. Praise me.
4. Ridicule me.
5. Ignore me.
6. Listen to me.
7. Respect me.

Apply labels to forehead of seven members of the class, concealing each label from the person on whose forehead it is placed. It is crucial to the game that each member of the group be able to see and read the other six labels without knowing what is on his own forehead. Alternatively, labels might be printed on a strip of paper to be worn around the head.

Assign a topic for the group (suggested topics below). Instruct them to discuss the topic and reach a unanimous decision as to whether the group agrees or disagrees with the assertion. In this exercise it is the dynamics of the discussion rather than the actual decision of the group which is most important. The group members should not be told this, but should be encouraged to continue discussion until the issue is resolved (doubtfully) or (more importantly) until group members become aware of how the responses of the group to the tape on each member's forehead influences the member's interactions in the group. Students should be continuously reminded to pay attention only to the tapes, rather than who is wearing the tapes. This reminder will typically be needed many times at the beginning, but less often as the discussion progresses.

Topics: The following is a list of potential topics for debate. If there is a burning local issue (any topic on which there is a "guaranteed" diversity of strongly held opinions) this might be used instead. However, in developing local topics state them in declarative form, preferably in strong language so the group must decide unanimously whether or not to agree with the statement. Topics for debate include:

1. Any laws concerning selective service and the draft should apply

equally to men and women.

2. Use of marijuana should be legalized.

3. All school attendance regulations should be changed so as to make attendance strictly on a voluntary basis.

4. Any woman should be able to have an abortion on demand.

5. Sixteen year old girls are more mature than sixteen year old boys.

6. Participation by blacks in television (news, advertising, acting) and periodicals is adequate and realistic.

CAUTIONS:

Although students should not be informed of these points, the teacher may wish to be aware of the following potential occurences.

1. Initially, students tend to forget about the labels and must be reminded many times to react only to the labels.

2. In some groups there tends to be a lull in conversation after the person labeled, "Ignore me" has made a contribution.

3. For best results, apply labels to students that are contradictory to their general nature (e.g., "Ignore me" would be assigned to a student who usually is accorded the attention of his peers).

4. Occasionally a group may fail to disagree sufficiently to generate enough discussion for the various roles to become obvious to group members. If such occurs, another topic should be given to the group.

5. As a general precaution, students should be encouraged to use a little subtlety in their responses to the other students. Just because the label says "love me" does not mean that every response to that student should start, "Because I love you..."! This activity will succeed even if students do know (or can guess) their labels, but success increases as student subtlety increases.

FOLLOW-UP:

1. Can you guess what your label was? On what cues do you base your guess?

2. Did you like playing your role? Why or why not? How does it feel to be responded to as you are labeled rather than on the basis of your behavior? Does this activity have anything in common with a phenomenon called "stereo-typing"?

3. To what extent do you rely on the real world for support of how you view yourself? More generally, to what extent is a person's self-concept determined by those around him?

4. What are the implications of your answers to Question 3 for the perception which the typical black person has of himself? ...the typical white person has of himself?

ALTERNATIVE:

Additional members of the class may be involved by being assigned to (1) observe a single participant in the discussion and record his reactions, (2) monitor the debate and remind any player who fails to react only in terms of a person's lable, or (3) inject comments if there seems to be a lull in the conversation. Keep the number of debaters limited to seven. It would be better to start a second group and risk having a noisier classroom than to attempt to enlarge the basic group of seven debaters.

REFERENCE:

Developed from a game suggested by Dr. Eddie E. Myers, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

An Interview Regarding Prejudice

OBJECTIVE:

To provide an opportunity for students to collect data which will indicate the extent of prejudice as a function of race and sex in the community in which they live.

GENERAL INFORMATION:

Comparative data concerning administrations of this interview in both the North and South to both blacks and whites are contained in Chapter 9 of Selznick and Steinberg (1969) from which the interview has been adapted.

PROCEDURE:

Give each student four copies of the questionnaire and instruct all students to interview one male and one female of the black and of the white race. Stress to the students the importance of reading both the introduction and the questions exactly as they are worded.

To tally the data from the first 10 questions set up on a blackboard or bulletin board a three-column table with the columns labeled Agree/Yes, Disagree/No, Don't know, and each of the ten rows numbered to correspond to the first ten questions. Subdivide each column into Black and White and subdivide each row into male and female so that each cell of the basic three row by ten column table is divided into four sub-cells. To tally the data from Question 11 set up a four column table labeled Black/Male, Black/Female, White/Male, and White/Female, with five rows labeled according to the possible answers for Question 11.

Instruct the students to tally their data in the appropriate cell of the table according to how the people they interviewed answered the questions. It will help considerably if you tally a couple of sample questionnaires to illustrate how to do the job.

As an alternative, the tables can be set up on the basis of age and sex or age and race, or any other combination based on additional information collected by the students at the time of the interview. After the students have tallied their data discussion will be facilitated if the tally marks are converted into percentages.

CAUTIONS:

1. This questionnaire is written in terms intended to indicate a bias. The questionnaire may be inappropriate for use in some communities, but the teacher will have to make this judgement.

2. If this activity is used, then before the students conduct their interviews the teacher should discuss with them (1) the questionnaire, (2) its phrasing, (3) the kind of bias it reflects, and (4) potential reactions the questions may produce from people being interviewed.

3. The primary educational value of this activity resides not in the data collected but in the comparisons (balck vs white, male vs female) which the data permit and in the reactions of the people who are interviewed. Do whites show any greater or lesser tendency than blacks to accept the obvious bias in the questions and follow through with the interview?

4. Above all students must understand that the questionnaire is biased, that it is intended to be so, and that this bias and peoples reaction to it are the primary focus of this activity.

FOLLOW-UP:

Discussion would flow easily from the data into a consideration of questions such as;

1. Does the average agreement or disagreement with each statement shift as a function of whether a white or a black student is interviewing a member of a given race? As a function of the sex of the interviewer?

2. Do members of the balck and white race in the local community tend to agree on most questions? On which is there the greatest agreement? Disagreement?

3. Does the age of the person interviewed influence the apparent prejudices?

REFERENCE:

Selznick, G. J., & Steinberg, S. The tenacity of prejudice. New York, Harper & Row, 1969.

The Person interviewed:

White____ Black____ Other_____
Male____ Female____ Under 26___ 26-35___
36-45____ 46-55____ 56-65____ Over 65___
Born in what state?_____

Good morning (afternoon). As part of a class project for my high school psychology class I am conducting some interviews about attitudes toward blacks. The data we collect is to be used anonymously. I do not need to know your name, and it will not appear anywhere on the questionnaire. I would appreciate it if you answer a few questions for me as honestly as you can.

1. In general, do you think that blacks are as intelligent as white people? That is, can they learn things just as well if they are given the same education and training? Yes____ No____ Don't know____

2. Generally speaking, would you agree or disagree that blacks are lazy and don't like to work hard? Agree____ Disagree____ Don't know____

3. Do you think white children and black children should go to the same school or to separate but equal schools?
Same____ Separate but equal____ Don't know____

4. To be frank, would you or would you not like your child to go to school with a lot of blacks? Would like____ Would not like____ Don't know____

5. Do you think there should be laws against marriages between blacks and whites? Yes____ No____ Don't know____

6. Do you think a restaurant owner should have to serve blacks if he doesn't want to? Yes____ No____ Don't know____

7. Do you think an owner of property should have to sell to blacks if he doesn't want to? Yes____ No____ Don't know____

8. Do you think that blacks who want to work hard can get ahead just as easily as anyone else? Yes____ No____ Don't know____

9. Do you believe that before blacks are given equal rights they have to show that they deserve them? Yes____ No____ Don't know____

10. As you see it, are blacks today demanding more than they have a right to? Yes____ No____ Don't know____

11. I'd like to ask you to compare your feelings about blacks now with your feelings a year or so ago. Would you say that you are:
Much less sympathetic now____
Somewhat less sympathetic____
Feel about the same____
Somewhat more sympathetic____
Much more sympathetic____

Interviewer's name:_____
Race: Black White Other_____
Sex: Male Female

Volunteer Activities

OBJECTIVE:

To increase student awareness of the living styles of others; to provide opportunities for students familiar with one culture to work in a different cultural milieu.

GENERAL INFORMATION:

Volunteers in Service to America (VISTA) started a program in 1964 which at one time had some 4,600 volunteers per year serving in year-long locally sponsored projects in urban ghettos, small towns, rural poverty areas, in the migrant streams or on Indian Reservations. The need for such volunteers is widespread, and on a much smaller scale similar projects, in which high school students are encouraged to contribute to local efforts may be very beneficially related to the goals of this unit on minority-groups. Local resources and projects will be crucially important in successful utilization of this teaching unit, but there are a number of widely available projects which can be suggested.

PROCEDURE:

Appended at the end of this unit is a complete list of the address and telephone number of each state's Economic Opportunity Office**, including the director of each office. The teacher is encouraged to contact the nearest state office to find the name and address of the OEO program nearest his locale. Contacting that local office should put the teacher in touch with people familiar with both the Headstart program and the Day Care Center program. Working through local agencies it should be possible to get students involved in one or more of the following types of programs:

1. A single-day observation program for individual students or a whole class in which students would be able to watch the Headstart or Day Care program in operation.

2. Volunteer activities in which students could work Saturdays or afternoons during the school week in connection with one or another of the programs, assisting with child management and teaching.

3. Opportunities to work with Headstart or Day Care personnel on short visits in the nearby low socioeconomic areas.

4. The possibility that students could become a big-brother or big-sister to a younger ghetto child who does not have both parents at home and who needs an older person to model.

FOLLOW-UP:

Although this activity is directed primarily toward students who can be encouraged to spend some of their spare time in a learning situation, class-wide discussion near the end of the unit might concentrate on such questions as:

1. What type of children tend to participate in the Headstart (or Day Care) programs. What are their parents like? Is there any consistency to the type of family from which these children come?

2. What are the values of such a program? Is it racist?

3. What improvements could be made in such a program? Are the parents sufficiently involved in such a program? Do the programs benefit the children?

STATE ECONOMIC OPPORTUNITY OFFICES(SEOO)**

(Revised April 1971)

No SEOO in Alabama at present time

Junior J. Ramox, Director
Local Affairs Agency
Office of the Governor -- Pouch AB
Goldstein Building -- Room 216
Juneau, Alaska 99801
(907) 586-6221

Adolf P. Echeveste, Director
SEOO
712 West Washington Street
Pheonix, Arizona 85007
(602) 261-4331

Robert L. Whitfield, Director
Arkansas SEOO
Capitol Hill Building
Little Rock, Arkansas 72201
(501) 371-1201

Lewis K. Uhler, Director
California Office of Economic Opport.
800 Capitol Mall -- Room 2077
Sacramento, California 95814
(916) 445-9670

Silver Jaramillo, Director
Colorado Office of Economic Opport.
301 State Services Building
1525 Sherman Street
Denver, Colorado 80203
(303) 892-2335

Donald T. Dorsey, Commissioner
Department of Community Affairs
Post Office Box 786
1179 Main Street
Hartford, Connecticut 06101
(203) 566-3318

Lorin P. Hunt, Director
Delaware Office of Economic Opport.
506 West Tenth Street
Wilmington, Delaware 19801
(302) 658-9251, Ext. 252-3

Fred C. Bolton, Coordinator
State Agency Assistance Program
D. C. Department of Human Resources
1329 E. Street, N. W., Room 1055
Washington, D. C. 20004 (202) 629-5441

Wesley W. Chestnut, Acting Director
Division of Economic Opportunity
225 West Jefferson Street
Tallahassee, Florida 33301
(904) 222-1306

E. C. Bryant, Director
SEOO Division
Georgia Office of Economic Opportunity
101 Marietta Street, N. W., Room 308
Atlanta, Georgia 30303
(404) 656-3885

Andrew I. T. Chang, Director
Hawaii Office of Economic Opportunity
567 South King Street
Honolulu, Hawaii 96813
(808) 536-7071

Kay D. Pell, Director
Idaho State Economic Opportunity Office
State House
Boise, Idaho 83707
(208) 384-3375

Paul J. Wisner, Administrative Direc.
Governor's Office of Human Resources
525 West Jefferson -- Suite 215
Springfield, Illinois 62706
(217) 525-2950

No SEOO in Indiana at present time

Robert F. Tyson, Director
Iowa SEOO
300 Fourth Street
Des Moines, Iowa 50309
(515) 281-5965

William Bywater, Director
Kansas Office of Economic Opportunity
624 Mills Building
109 W. 9th St.
Topeka, Kansas 66612
(913) 296-2450

C. Lynn Frazer, Director
Division of Economic Opportunity
309-11 Shelby Street -- Suite 104
Frankfort, Kentucky 40601
(502) 564-3325

David B. Self, Jr., Director
Louisiana SEOO
150 North Third Street
306 State Office Building
Baton Rouge, Louisiana 70801
(504) 389-5204

Herbert S. Sperry, Director
Division of Economic Opportunity
State House
Augusta, Maine 04330
(207) 289-3771

Frank W. Welsh, Executive Director
Maryland Office of Economic Opport.
1100 North Eutaw Street -- Room 608
Baltimore, Maryland 21201
(301) 383-2500

Arthur F. Kimber, Coordinator
SEOO
141 Milk Street
Boston, Massachusetts 02116

Alton M. Shipstead, Director
Michigan Economic Opportunity Office
416 East Grand River
Lansing, Michigan 48906
(517) 373-0890

William E. Healy, Director
Minnesota SEOO
104 Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101
(612) 221-2367

James H. Haddock, Director
State Division of Economic Opportunity
3820 I-55 North
Jackson, Mississippi 39211
(601) 354-6592

Shirley J. Snelson, Director
SEOO
505 Missouri Boulevard
Jefferson City, Missouri 65101
(314) 635-9241

Dan L. Newman, Director
Montana SEOO
Capitol Building -- Room 221
Helena, Montana 59601
(406) 449-3420

Glen J. Soukup, Director
Technical Assistance Agency
State Capitol Building -- Box 94724
Lincoln, Nebraska 68509
(402) 471-2216

Robert A. Tafoya, Director
Department of Economic Opportunity
111 West Telegraph -- Room 210
Carson City, Nevada 89701
(702) 882-7732

Sheldon L. Barker, Jr., Director
SEOO
.5 North Main Street
Concord, New Hampshire 03301
(603) 271-2611

James D. Coffee, Director
New Jersey SEOO
Post Office Box 2768
Trenton, New Jersey 08625
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**Federal funding for State Offices of Economic Opportunity was terminated on June 30, 1973, but this list has been included as an aid to teachers in starting a search for local and state offices concerned with volunteer services.

DISCrimination

OBJECTIVE:

To have students recognize areas of discrimination and to ascertain bases for the practice of discrimination.

PROCEDURE:

Equipment: One manila folder, a paper fastener, protractor, compass. Cut a manila folder in half lengthwise. Make a disc, 8 inches in diameter from one half, labeling as indicated on the attached diagram. Draw an arrow at the top, center of the remaining rectangular half and fasten the disc loosely to the center of the rectangle so that it forms a spinning wheel.

Rules: Divide the class into two teams. Have each team select one person to act as Captain. The Captains will alternately spin the wheel and select players in a predetermined order, making sure that each member of the team participates once. As a player is called by the captain, he is told how to respond as indicated by the arrow and given 30 seconds per response to do so. For example, if the arrow points to number 2, Economic area, the player must give two instances of economic discrimination. (A suggested list is included).

Scoring: 1 point will be added within 60 seconds for each instance of discrimination given by the student and 1 point will be subtracted each time a student fails to give an instance of discrimination. (If the arrow indicates 2 responses, and the student fails to give any instances, 2 points are subtracted from his team.)

The teacher should either record all responses and keep the score or appoint a recorder and score keeper beforehand.

After all members of the class have participated, the team with the higher score wins the game.

FOLLOW-UP:

After the game has been played the teacher or recorder reads the responses to the class. Discussion might include the following questions:

What are the advantages of discrimination to whites? To blacks?

What are the disadvantages of discrimination to whites? To blacks?

Do blacks and whites in class generate different types of examples of discriminations?

Have stereotypes influenced the examples given?

Caution: Students will find this to be a difficult activity unless they have prepared for it beforehand. This difficulty may be overcome by:

1. Delaying use of this activity until later in the unit.

2. Holding a discussion of discrimination prior to using this activity. A list of (1) types and (2) advantages of discrimination is included.

3. Allowing each team to respond as a unit, rather than forcing specific students to do so.

ALTERNATIVE:

If the class is small, the game can be played by individuals as opposed to teams with the game terminated after 6 instances of each type of discrimination have been recorded.

MATERIALS:

The following list is offered to the teacher as a guide to the types of discrimination faced by minorities. Further information can be obtained from the references cited below.

Types of Discrimination:

Economic:

Destruction or confiscation of property
Restrictions on land or property ownership or business practices.
Discrimatory employment practices.

Political:

Withholding of citizenship
The right to vote
Positions of political authority

Personal:

Physical violence
Execution
Imprisionment
Requiring registration or identification
Curfews
Suppressing press or schools

Religious:

Desecration or preventing building of place of worship
Forcing disobedience of religious rules
Penalizing worship or other religious practices

Social:

Forbidding social intercourse
Segregation

Physical isolation
Suppressing "culture"
Relegating to socially inferior positions
Restricting public (non political) roles
Unfavorable attitudes

Advantages of Discrimination

A supply of cheap labor
Freedom from a source of competition
A scapegoat
Status and a special identity

REFERENCES:

Rose, Arnold M. and Rose, Carolina B. Minority Problems New York: Harper & Row, 1965, p. 70, 71.

Mendelsohn, Wallace. Discrimination Englewood Cliffs, N. J., 1962, p. 2.

DISC
Religious
Economic
Social
Political
Personal
1
2
3
1
2
3
1
2
3
1
2
3
1
2
3

Stereotyping

OBJECTIVE:

To demonstrate that stereotypes are oversimplified generalizations reflecting biases or conclusions based on incomplete and often dated information.

PROCEDURE:

(1) Set up a four-column table on the blackboard labelling each column as indicated in the sample below. (2) Have students generate a list of personality traits where minorities are often viewed in a stereotyped manner (e.g., the self concept) (3) Then ask the students to give the stereotype of the black as they are viewed by most whites in relation to these personality traits (e.g., the traditional stereotyped view is that blacks have a very negative concept of themselves) (4) Continue by asking students to define the attitudes of today's black youths with regard to these personality traits, (e.g., today's black youth tend to be developing more awareness of themselves consistent with the "Black is beautiful" theme). (5) Finally have the students discuss and define the best up-to-date generalization concerning how blacks should now be viewed with respect to each personality trait (e.g., the best up-to-date generalization would have to indicate that the black's self concept is becoming more and more positive).

The students will probably generate a considerable list of personality traits without any help from the teacher. However, the list of personality traits which is included in the Materials section for the teacher's information is drawn from a study by Kardiner and Ovesey (1951, as cited in Gardner, 1971). These investigators have found the listed characteristics to be fairly prominent in the typical black personality. The remaining three columns of the table have been completed for the first several traits as a hint regarding possible answers to be derived for other traits.

FOLLOW-UP:

1. What differences develop between stereotypes and up-to-date generalization?

2. What factors have contributed to the up-dating of generalizations of blacks? How have they contributed?

REFERENCE:

Gardner, LaM. H. "The Therapeutic Relationship Under Varying Conditions of Race." Psychotherapy: Theory, Research and Practice, volume 8, No. 1, Spring, 1971.

MATERIALS:

PERSONALITY TRAITS	STEREOTYPES	TODAY'S YOUTH	UP-TO-DATE GENERALIZATIONS
Self concept	nagative	developing awareness	becoming more positive
Religion	very deeply religious	moving beyond traditional to transcendentalism	run the gamut
Outlook on life	optimistic (outwardly) pessimistic (inwardly)	tends to be pessimistic	pessimistic
Stick-to-it-ive-ness	absence	show more and more	more prone to follow through

Continue using class suggestions or traits from the following list of suggestions:

Superficiality
Apathy
Repressed hostility
The wish to be white
Intragroup aggression
White ego-ideal
Inclined to alcoholism
Unconsciously resentful and anti-social
Weak superego development
Disorderly, unsystematic
Sexual freedom
Rejection of education
Poor dicipline in childhood
Maternal neglect and rejection
Little respect for parents
Psychologically crippled
Distrustful
Live for the moment
Hedonistic

The Prejudiced Tongue

OBJECTIVE:

To demonstrate to the student that stereotypes are generalizations that are unjustified.

PROCEDURE:

The list in the MATERIALS section consists of slang terms and their definitions. Possible uses of these terms would include the following:

1. Give a copy of just the terms in a scrambled order to the students. Have the students divide a page into three columns, labeled Black, White, and Other. Can the student assign each term to its appropriate column?

2. Give the students two separate lists, one of the words and a second of their definitions. Can the student properly match each term with its appropriate definition?

3. Give the students a list of both the terms and their definitions properly paired. How many terms can the students fit into a crossword puzzle?

FOLLOW-UP:

Discussion following completion of this activity might address any of the following issues:

1. What is the precise relation of each term to the group to whom it is applied? Does it encompass an entire race or only some members of the race? If it applies only to some members, on what basis is the appropriate portion identified? Sex? Job? Color?

2. What role do these ethnic or racial epithets play in the formation of stereotypes?

3. If each student has been asked individually to match the terms with their appropriate definition, a very interesting point can be made. Ask each student, regardless of his/her race, how many of the terms applicable to their own race they could define properly and how many of the terms applicable to another race they could define. It is typically found that anyone can accurately define more of the terms applicable to another race than of those terms applicable to his/her own race. Why is this so?

MATERIALS:

The following is the correct arrangement of terms in response to Procedure #1 above.

Whites	Blacks	Other
buckra	Aunt Hagar's chile	bustman
chuck	Auntie	Chicano

cracker
grey
grits
honkey
Miss Ann
Mr. Charley
ofay
paddy
paleface
patty
peckerwood
rabbit
redneck
snow
whitey

Aunt Jemima
blood
boot
boy
coon
crow
darky
jungle buddy
mammy
nigger
Oreo
shine
spade
splib
spook
soul
swamprat
Uncle Tom

chink
dago
fuzz
halfbreed
Jap
Jewboy
kike
man
meatball
pig
pokerface
spic
wetback
wop

Definitions of Stereotypic Terms:

1. Pokerface--applied to Indians because of their "expressionless" immobile faces
2. Honky--an epithet applied to a caucasian
3. Boot--another name for a black
4. Man--usually preceded by adjective "the", referring to boss or a member of law enforcement
5. Paddy--same as Honky
6. Meatball--name for caucasian from Italy.
7. Spade--same as Boot
8. Halfbreed--a "pokerface"
9. Swamprat--another name for a "club Brother" or "Boot"
10. Jungle buddy--same as "Swamprat"
11. Crow--just another "Spade"
12. Blood--usually followed by the work "brother", but just another "Boot"
13. Miss Ann-name applied to female caucasian
14. Oreo--black on the outside, white inside; also a type of cookie
15. Darky--name applied to slave or black, usually male member
16. Coon--an epithet applied to a black
17. Spook--just another "shine"
18. Nigger--popular term for a black, both derogatory and endearing
19. Pig--derogatory term of "John Law"
20. Grey--just another "Honky"
21. Spic--derogatory name of a spanish-speaking (white Puerto Rican or Spaniard in USA)
22. Aunt Jemima--one of Aunt Hagar's female chillun (two words)
23. Bustman--another name for "johnny Law"
24. Splib--a blood brother
25. Chink--a not so nice name for a Chinaman
26. Buckra--a redneck or Honky, usually of low economic status
27. Redneck--another peckerwood, KKK type
28. Mr. Charley--a caucasian of the bossman class (two words)

29. Wetback--a Mexican illegal entrant into USA
30. Paleface--name Indians popularized for a honky
31. Rabbit--just a cracker
32. Whitey--Black militants special name for a caucasian
33. Patty--variation in spelling for number five above
34. Chicano--name for Mexican American
35. Aunt Hagar's Chile--a member of the Black race (three words)
36. Boy--favorite term of "Mr. Charley", the bigot, when calling or referring to a black male, regardless of age.
37. Wop--another name (derogatory) for native of Italy; also means"Without Papers"
38. Shine--another name for a black, especially of the darker hue
39. Snow--another grey
40. Fuzz--same as Man
41. Peckerwood--low-class white, another KKK type, usually very poor
42. Ofay--a caucasian, term used mainly in northern part of USA
43. Jap--short for member of Japanese race
44. Kike--derogatory name for a Jew
45. Jewboy--derogatory name applied to male Jew
46. Dago--same as Wop
47. Uncle Tom--bowing, hat-in-hand subservient black, anxious to please "Mr. Charley" (Two words)
48. Auntie--term applied to female black, family relation implied when there really is none.
49. Mammy--term applied to female black by caucasian whom she wetnursed.
50. Cracker--name for a poor White, especially southern-born
51. Soul--name for a "Boot" usually followed by ther term "Brother"
52. Chuc --an abbreviation for Mr. Charley.
53. Grits--a term making reference to the similar color of grits and caucasians.

Prejudice by Pen

OBJECTIVE:

To increase individual understanding of prejudice through individual and group efforts to create a consensus definition of prejudice.

PROCEDURE:

The materials required for this project include one magic marker, one sheet of newsprint (or poster board if available), and a bulletin or display board large enough to display the newsprint.

1. Divide the class into groups of 5-6 students and give each group one sheet of newsprint and a magic marker.

2. Instruct each group to create a drawing which represents prejudice. Each member of the group must contribute to and draw a portion of the drawing, but the group's collective ideas should also be represented.

3. Give the groups 30-45 minutes to do their drawing and after the drawings are completed have each group appoint a spokesman and put their drawing on display where all can see it.

4. Arrange the chairs in the classroom so that the group spokesmen have a circle of chairs which are closest to where the paintings are on display. Arrange the remaining chairs behind this circle so that each group is clustered behind its spokesman.

5. (Caution: Allow one complete class period for this step). Permit each spokesman to make a brief introductory statement to explain his group's drawing. Then open up the discussion for debate, allowing only the spokesmen to speak with the instruction that the spokesmen are to decide by the end of the class period which is the best drawing. Group members may pass notes to the spokesman to give him hints, suggestions, questions to ask about other paintings, but only the spokesman may speak for the group. At the end of the period indicate to the spokesmen that a decision is needed, and then permit them to pick the best drawing.

FOLLOW-UP:

Discussion following the second exercise may concentrate on such questions as:

1. What common features did most or all of the painting share in their presentation of prejudice?

2. How did the spokesmen go about discussing the drawings? Was the emphasis on the positive aspects of their own drawing or the negative aspects of others' drawings?

3. Was a minority created by the spokesmen such that several spokesmen ganged up to eliminate one or more drawings from consideration?

4. Did the spokesmen illustrate prejudice in their presentation and defense of their own painting?

5. Within a given group of 5-6 class members, what was the effect if other spokesmen began "ganging-up" in criticism of the group's drawing?

CAUTIONS:

1. This activity is attempting to accomplish different, but related, goals. First, the first day and the content of the debates on the second day are intended to raise the many issues involved in prejudice. Second, and just as important, the manner in which each group appoints a spokesman who must then present and defend his group's drawing provides the "theater" in which students may be able to watch minorities and majorities form and operate so as to reach the goal of (1) eliminating other drawings and (2) have their own drawing chosen as best. To achieve the latter goal it is important that; (1) each group have only one spokesman, (2) that members of each group may speak only to their own leader, and (3) that only individual spokesmen speak for the group in dealing with other spokesmen.

2. In all likelihood individual spokesmen will band together to eliminate other drawings from consideration. A group whose drawing is about to be eliminated (the momentary minority) will form a very tight-knit group. The entire process, both within specific groups and among the various group spokesmen, should provide ample demonstration of prejudice and minority groups for a good discussion on the third day.

3. The entire activity can be accomplished in three separate days (drawing, debate, and discussion), but the effect can be heightened if a single 1 1/2 - 2 hour timeblock can be utilized.

Definitions of a "Minority Group"

OBJECTIVE:

To foster class discussion of the issues involved in defining the term "minority group", to focus on the elements of the definition as generated from class discussion, and to present various authors' definitions of the term for comparison to class generated definitions.

PROCEDURE:

In the context of a discussion, ask the class to define the term "minority group". In the course of the discussion attempt to develop from class responses an appreciation for (1) a numerical vis-a-vis a "psychological" definition, (2) the relationship of prejudice, discrimination, and stereotyping to such a definition, and (3) the extent to which readily identifiable features and/or attributes contribute to the establishment and maintenance of a minority.

Appended are several widely quoted definitions of the term "minority group". These definitions may be worked into the discussion (e.g., to support a student's introduction of a concept to be considered in defining a minority group), or there is sometimes value in allowing the class to finalize its own definition and then compare it with each of the definitions listed below in Materials.

ALTERNATIVE:

Rather than asking the class generally for a definition, which usually results in a discussion supported and understood only by the most active members of the class, an alternative strategy is to ask a specific student to define the term. Subsequently the class can be asked whether or not it agrees with the proffered definition, and why, or another student may be asked the same question and offered the opportunity to agree with, delete from, and/or amplify on the previous student's definition. Continuing from student to student in this manner a complete and satisfactory definition with which all are satisfied can be developed.

MATERIALS:

The following represent a broad selection of statements from recent sources concerning the term "minority (group)":

(1)....it is no simple matter to define a minority group in the United States. If it is defined as a group which meets prejudice and discrimination or whose members engage in activities disapproved by most others in the society or both, almost every religious, racial and nationality group is, or at some time has been, a minority group. (Rose & Rose, 1965, p. 62.)

(2) Strictly speaking, the term "minority" refers only to some group that is smaller than some other group with which it is compared. In this sense the Caucasian race would be a minority, so too Methodists in the United States and Democrats in Vermont. But the term has also a <u>psychological</u>

flavor. It implies that the dominant group has stereotyped ideas about some smaller segment of the population which bears ethnoid characteristics, that to some degree it accords this segment discriminatory treatments, with the result that members of this segment grow resentful and often intensify their determination to remain a distinct group. (Allport, 1954, p. 243).

(3) In the United States, the term "minority people" has a connotation different from that in other parts of the world, especially in Central and Eastern Europe, where minority problems have existed. This difference in problem is due to a difference in situation. The minority peoples of the United States are fighting for status in the larger society; the minorities of Europe are mainly fighting for independence from it. In the United States the so-called minority groups as they exist today--except Indians and the Negroes--are mostly the result of a relatively recent immigration, which it was for a long time the established policy to welcome as a nationally advantageous means of populating and cultivating the country. The newcomers themselves were bent upon giving up their language and other cultural heritages and acquiring the ways and attitudes of the new nations. (Myrdal, G., 1944, p. 50).

(4) The term "minority group" as we are using it here is not primarily a quantitative designation. Rather it is a status designation referring to cultural or social disadvantage. Since many Negro, Indian, lowerclass white, and immigrant children have not had most of the usual middle-class opportunities to grow up in home, neighborhood, and school environments that might enable disadvantage in school, and in after-school and out-of-school situations as well. It is because of these disadvantages, reflecting environmental deprivations, and experimental atypicalities, that certain children may be referred to as minority group children. (Anonymous, 1964).

(5) A group's conception of itself as a minority arises only after the fact of the minority status has been thrust upon it. Any effort to interpret the status of a group so defined without recognition of this fact might well result in an intellectual exercise that promises to yield little more than historical sleight-of-hand. Once this status is achieved, one must recognize that it is maintained not in the splendid isolation of segregation or discrimination, but through partial segregation and partial discrimination, for the survival of the minority and of the power group within a society depends upon the ways in which these communities interact as groups. Beyond this level of operation is another salient fact - the status and the interaction noted in minority group problems in the United States are functions of the dynamics of minority status. What the group does as a minority is done in order to support its feeling of self-regard, to provide meaning for its position and survival, and to develop strategies with which to deal with the problems the status has thrust upon them. (Gittler, J. B. (Ed.) 1956, p. 70-71).

(6) Granted that the Negro be perfectly content with the degree of public equality in the comprehensive sense of this term, which he will acquire but which he does not yet possess, the theoretical question still remains as to whether the mere fact that he is a minority group, which means a group socially defined as a separate entity, does not constitute an inequality. That this has some consequences for individual rights or opportunities even in the public sphere is seen, for example, in the fact that the occupancy of

of the highest political offices by members of minority groups cannot help but be politically noticeable. No one raises the question, "Can a white man be president?" Thus from a strict theoretical standpoint there is some inequality in being a member of a minority. The practical question would then seem to be not whether one can achieve perfect equality but, rather, whether one can live well with this residual inequality. (Brotz, H., (Ed.) 1966, p. 31).

REFERENCES:

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Gittler, J. B. (Ed.) Understanding Minority Groups New York: John Wiley & Sons, Inc., London Chapman-Hall, Ltd. 1956.

Guidelines for testing minority group children. Journal of Social Issues Supplement (April) 1964, XX, No. 2.

Myrdal, G. An American Dilemma (rev. ed.) New York: Harper & Row, 1962.

Rose, Arnold M. and Rose, Caroline B., Minority Problems. New York: Harper and Row, 1965.

Definitions of "Ethnicity"

OBJECTIVES:

(1) To acquaint students with the term "ethnicity" and some of its typical definitions, (2) to illustrate that race relations, to some extent, are determined by ethnicity, and (3) to demonstrate that "ethnicity" has both subjective and objective aspects.

GENERAL INFORMATION:

Negativistic (American) attitudes toward minority groups vary and are expressed in many ways, e.g., prejudice, fear, discrimination, etc. The American credo professes to accept and sustain the equalitarian concept of man. Nevertheless, racism seems to be a constant element in American life. Racism, per se, usually results in the emphasis of differences between distinguishable groups of people. The term "ethnicity" is introduced here to broaden the concept of race which most often conjures up differences based on the most superficial physical characteristics. Ethnicity, on the other hand, moves toward developing broader cultural and historical bases for distinguishing among groups of people.

PROCEDURE:

In the context of a discussion, ask the class to define the term "ethnicity". In the course of the discussion attempt to develop from class responses an appreciation for (1) differences between an ethnic group and a racial group, (2) the relationship of prejudice, discrimination, and stereotyping to such a definition, and (3) the extent to which readily identifiable features and/or attributes contribute to the establishment and maintenance of a minority and whether ethnic backgrounds tend to be considered in the establishment of such minorities.

Appended are several widely quoted definitions of the term "ethnic(-ity)". These definitions may be worked into the discussion (e.g., to support a student's introduction of a concept to be considered in defining ethnicity) or there is sometimes value in allowing the class to finalize its own definition and then compare it with each of the definitions listed below in Materials.

ALTERNATIVE:

Rather than asking the class generally for a definition, which usually results in a discussion supported and understood only by the most active members of the class, an alternative strategy is to ask a specific student to define the term. Subsequently the class can be asked whether or not it agrees with the proffered definition, and why, or another student may be asked the same question and offered the opportunity to agree with, delete from, and/or amplify on the previous student's definition. Continuing from student to student in this manner a complete and satisfactory definition with which all are satisfied can be developed.

MATERIALS:

The following represents a broad selection of statements from recent sources concerning the term "ethnic(-ity)":

(1) It is very difficult to speak precisely about what an ethnic group is, but it is possible to develop a working definition somewhat empirically and to describe ethnicity by showing how contemporary ethnic groups came into existence. While.....there is some broad equation possible between ethnic groups and immigrant groups, it is not enough merely to say that the ethnic groups are immigrant groups. (Greeley, 1971 p. 37).

(2) Ethnicity refers to a social characteristic of a population. Its root, ethnikos, means nation, and writers originally employed the term to describe behavior and attitudes associated with country or origin. Today, however, an ethnic group includes persons who, by virtue of commonly perceived physical and cultural traits, are self-conscious of special group membership and subject to differential treatment by persons outside the group.

The term ethnicity is akin to, yet broader, intellectually more accurate, and politically more responsible, than the idea of race. Race is fundamentally a biological concept. It grew out of the untested assumption that the human species consists of branches which are biologically distinct from each other. The shortcomings of the concept of race are so great that most social scientists prefer to work other more exact conceptions of group characteristics which are essentially social and cultural.(Dentler, 1967, p. 163).

(3) ....first and foremost, we note that early man identified himself as a member of a group, his "people", and that his "peoplehood" was, roughly, coterminous with a given rural land space, political government, no matter how rudimentary, a common culture in which a principal element was a set of religious beliefs and values shared more or less uniformly by all members of the group, and a common racial background ensuring an absence of wide differences in physical type.... A convenient term for this sense of "peoplehood" is "ethnicity" (from the Greek word "ethnos", meaning "people" or "nation"), and we shall refer to a group with shared feelings of peoplehood as an "ethnic" group". (Gordon, 1964, pp. 23-24).

(4) The term "ethnic" is used herein to denote groups that are of different national origin (e.g., Turks, Germans), a group tied together by a common religion and cultural heritage (Jews), and a group defined by racial characteristics (Negroes). (Brigham, 1971, p. 16).

FOLLOW-UP:

In addition to those already given, the teacher may wish to have the students search the library and other sources for additional references. It might prove interesting and educational to have the class use the list of "Stereotypical Definitions" in determining to what extent the definitions contain implications of cultural factors.

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Greeley, A. M. Why Can't They Be Like Us? (America's White Ethnic Groups). New York: E. P. Dutton & Company, Inc., 1971.

Blue eyes/Brown eyes

OBJECTIVE:

To give students a first-hand, in-class demonstration of prejudice, its creation and manifestations.

PROCEDURE:

1. Without indicating why, split the class on the basis of eye color (or hair color or sex or any easily identifiable physical characteristic) into two groups, the blue-eyes and the brown-eyes.

2. Have the entire class leave the classroom, then ask the brown-eyes to come back and without explanation ask the blue-eyes to wait in the hall.

3. Seat the brown-eyes in the front rows of the class and make sure there are some extra seats available in their midst. Also make sure that there are not enough seats at the back of the class for the blue-eyes waiting in the hall.

4. Let the blue-eyes continue to wait in the hall without explanation until everything is set up in the classroom.

5. Indicate to the brown-eyes that you wish to discriminate against the blue-eyes by indicating to them that they are intellectually inferior, and that you want the brown-eyes to role play as though they are in fact superior to the blue-eyes. Indicate that anyone incapable of participating should simply remain quiet and watch.

6. At this point, if you have them available you might put up some posters on which there are sayings such as: (a) "Is it true brown-eyes have more fun?" (b) "If I have only one life to live, let me live it with brown eyes.", (c) "No blue eyes or dogs allowed.", and (d) "Beautiful, beautiful brown eyes, I'll never love blue eyes again."

7. Now admit the blue-eyes to the room and as they are entering tell them that they are forbidden to sit in the front row because they are intellectually inferior. Cite any evidence you can think of, but keep barraging them with statements about their intellectual inferiority. Draw on the brown-eyes for support.

8. The response initially is fairly predictable. The blue-eyes will deny your assertions. It is important that no credence be given to any objections they raise. Accuse them of role-playing. Accuse them that they are role-playing a denial of their blue-eyed intellectual inferiority. Do not let them sit down in the front rows occupied by the brown-eyes. Feed on their discontent as additional evidence of their inferiority. If someone drops a pencil blame it on intellectual inferiority. If a shirt is wrinkled, blame it on intellectual inferiority. Turn anything you can into supportive evidence of blue-eyed intellectual inferiority.

9. By this time you'll have to play it by ear. The results may be quite varied. Some blue-eyes may threaten to leave the room. A brown-eye

may offer a seat to a blue-eye. . .is he an Uncle Tom?

FOLLOW-UP:

Let the exercise continue until the point is well made, then terminate it and assure the blue-eyes that you were, in fact, simply performing an exercise in illustrating discrimination. Discussion can center around consideration of such questions as:

(1) What was the reaction of the blue-eyes to the obvious discrimination? Of the brown-eyes?

(2) Were any similarities demonstrated between the classroom discrimination against blue-eyes by brown-eyes and the "real world" discrimination against blacks by whites?

ALTERNATIVE:

The material for this exercise is drawn directly from a demonstration developed by Mr. Jane Elliott, a third-grade teacher in the Riceville (Iowa) Community Elementary School. Her exercise has been documented in a 25 minute film available from ABC-TV, entitled "The Eye of the Storm". Using her third-graders, the film depicts a variation of the above exercise and does an excellent job of conveying the raw human emotions which may be activated by this "discrimination". Using this highly recommended film, an alternative to this exercise would take the following form:

Objective: To give students a common experience on the basis of which to start discussions and activities leading to a better understanding of the nature of prejudice and discrimination.

Procedure: (1) After an appropriate introduction, show the film to the class.

Follow-up: These discussion questions, to be used immediately following the film, have been drawn directly from a free film guide, available from the ABC-TV Film Library.

(1) Do children instinctively "hate" other kinds of people? Why do you think so?
(2) Can a society be taught to hate? Do you have any examples of this in history? Can you think of any examples in our society today?
(3) Do you think that some races of people are biologically superior to others? Explain your position.
(4) What are the implications of being under emotional stress while trying to learn? What is the responsibility of schools here? What is the responsibility of the church in this? What is the responsibility of the family?
(5) What is prejudice: Is it learned? Who teaches it? How? If you think it is taught, why is it taught?
(6) Can you suggest ways to reduce prejudice? What are your suggestions?
(7) Do you sometimes make judgments about others which you think are really prejudiced? Would you discuss these?
(8) Why did Mrs. Elliott claim that she learned more from the "superior" children?

(9) What do you think should be done about teaching discrimination in schools?

(10) Do you agree or disagree with Mrs. Elliott's claim that "children have to find out"-"they have to be involved" - "they have to know how it feels to be stepped upon"? Why?

(11) Do you think that only minority groups are discriminated against in our society? Can you think of examples where minority groups discriminate against majority groups? What are your examples?

(12) What do you think will happen if prejudice and discrimination continue unchanged in our society?

The film guide also suggests a number of related activities into which students may be led following the film.

(1) Make a list of examples of prejudice that you have:
   a. experienced yourself.
   b. known about from very reliable sources.
   c. learned about from radio, TV or from reading.

(2) Read Lord of the Flies. Discuss the possibility that without the rules of a society to guide and protect them, young children would become savage, cruel and primitive.

(3) If you have someone skilled in guiding role-playing, act out the roles of:
   The top-dog and then the under-dog in race relations.
   The black policeman trying to break up a crowd of white demonstrators.
   The white policeman trying to do the same with black demonstrators.
   Invent your own situations which reveal attitudes and emotions about discrimination.

(4) Divide your group into:
   a. religious groupings
   b. color groupings
   c. age groupings (youth, middle age)
   d. sex groupings

and have each group list the 5 things they want most in life. Compare the lists of each group. What do you find to be in common?

(5) Think of a group in our society you know the least about. Write down several things that you think might be true of this group and several things you are certain you don't know about this group. Exchange your questions and thoughts with members of these groups and discuss them.

(6) What groups do you think could profit from seeing The Eye of the Storm? What would you suggest for them to do after they have seen the film?

REFERENCE:

Film Guide, The Eye of the Storm, ABC Media Concepts, 1330 Avenue of the Americas, New York, N.Y. 10019, or ABC Media Concepts, 1001 N. Poinsettia Place, Hollywood, Calif. 90046. Order from whichever source is closest. Purchase price: $325.00. Rental price (3 days): $30.00.

Ambiguous Picture, Rumor, and Bias

OBJECTIVE:

To illustrate how biases may result in changing a factual account of an event or object bearing little, if any, resemblance to the original stimulus.

PROCEDURE:

Obtain a copy of Allport and Postman (1947) and use the picture on page 71, or a copy of that picture showing a black and a white standing in a subway with the white holding a razor blade in his hand.

Divide the class into groups of 5-8 students, and arrange them in order by rows or groups of seats. Allow the first person in the group to see the picture for one minute. Then that student is to put the picture aside and describe it orally to the next student without being heard by any of the other students in the group. The second student is then to describe the picture to the third student, and so forth until the next to last student has described the picture to the last student in the group.

This last student is to describe the picture to the teacher or in writing to be read out loud by the teacher. The latter is preferable if there is danger that some students must remember what was told to them while other students are giving their version with the possibility of confusing the stories being remembered by those still waiting.

FOLLOW-UP:

Discussion depends to a certain extent on what happens to the description reported by the last student, but some questions to consider include:

(1) What happened to the razor blade held by the white who was standing up?

(2) What changes occurred in the description of the black? Of the white?

(3) Were any common stereotypes reflected in the final descriptions?

(4) Did those stereotypes influence what happened to the description as it was told and retold?

REFERENCE:

Allport, G. W., & Postman, L. The psychology of rumor. New York: Henry Holt and Company, 1947.

"Minority Group" Debate

OBJECTIVE:

To give students first-hand experience with the creation and treatment of a minority.

PROCEDURE:

Write a short passage (up to two pages in length) which fully describes some kind of a problem, perhaps racial in nature. Then, pose four alternative solutions to the problem, not necessarily in the following order. One alternative should be the obvious solution; a second should be less plausible, but feasible; a third solution should be highly unlikely; the fourth almost, if not totally, impossible. Provide enough material in the passage to formulate arguments, but not enough to provide ready solutions. The goal is to provoke discussion.

Divide the class into groups of 7-9 students and give each member of the class a copy of the paragraphs describing the problem and the four potential solutions. Indicate that the problem should be fully discussed in each of the groups and that the group is to arrive at a unanimous decision as to the appropriate solution to the problem. Then give the groups one class period in which to reach a conclusion which is to be reported at the beginning of the next class period.

Prior to charging the groups with this responsibility, and without the knowledge of the other group members, instruct two members of each group to choose the fourth (impossible) solution to the problem and defend that choice regardless of what happens during the group discussion. Indicate to the two members that they can arrange their strategy in any way they wish, but they are to continue to endorse their solution regardless of what happens in the group discussion, even if (as is likely to happen) it means the group (which will probably endorse the most obvious solution) is unable to reach a unanimous decision. It is best to instruct these two group members as much as 24 hours prior to the discussion both so that they have time to read the story beforehand to plan their strategy and so that the group members are less likely to remember the special attention directed at some earlier time to the advocates of the minority position. An alternative strategy is to write out your instructions to these two group members, give the instructions to them surreptitiously, and ask the students to contact you when it won't draw attention if they have any questions. Regardless of how the role of the minority is communicated to the two group members, it is essential that the other group members know nothing of the contact or the role assigned to the two group members.

Discussion will be heated, but allow it to continue until the end of the class period.

It is very important that the groups be given a full class period in which to conduct their discussion. It will take some time for it to become apparent that there is an obstinate minority. It will also take additional time for the majority to develop and try a variety of ploys to achieve con-

consensus. In this activity it is not the consensus but the group's efforts to achieve it which is important.

At the start of the next period ask each group to indicate the decision. In the course of the discussion the difficulties each group has because of the minority group of mavericks are likely to be introduced. Once the problem has become obvious indicate that a couple of the members of each group were cooperating with one another in an attempt to create a "hung jury." Ask those members to stand up and then let the groups react to the newest evidence. It is unlikely teacher guidance will be needed in the interval immediately following the revelation of subterfuge - the group will have plenty to say.

FOLLOW-UP:

Subsequent discussion could focus on questions such as the following:

(1) What strategies did the two people endorsing the minority position tend to follow in arguing for their position?

(2) What was the group response toward these members? Were they ignored? Berated? Ostracized?

(3) What was the minority's perception of the group response to them?

(4) Can students cite parallel examples from their own life?

(5) Does the minority have a function in most situations? If so, what is it?

(6) Does the minority ever decide for the entire group?

Cooperative Data Collection

OBJECTIVE:

To determine whether or not there is prejudice and discrimination in selected situations in which blacks and whites intermingle.

PROCEDURE:

What follows are several exercises each of which (1) is conducted in the same general manner, (2) will result in substantial quantities of data, and (3) will lead naturally into a discussion of discrimination in the marketplace and/or other areas of everyday life. The teacher is cautioned to read all of these exercises and then choose the one best suited to the sophistication of the class, the racial composition of the class and the neighborhoods from which class members are drawn.

Each experiment includes a title, an objective specific to that experiment, a procedure, follow-ups, and (where applicable) alternatives.

(1) Title: Who Pays More?

Objective: To determine whether or not blacks living in a variety of communities pay comparable prices for comparable services and facilities, to that paid by whites in a similar situation.

Procedure: Assign students (1) to secure listings of available rental properties from local real estate agencies and (2) to arrange to be shown these properties.

Follow-up: Following their inspection of a rental property each student should:

(1) Describe the neighborhood (black, white, integrated; slum, rich, middle class, poor; clean, dirty, etc.).

(2) Describe the rental property (number of rooms, interior and exterior appearance of house, yard, number of exits and entrances, light, water, tiolet facilities, garbage and sewage disposal, nearness to schools, transportation, shopping, etc.) and give cost of renting.

(3) Make a chart showing the differences found, if any, between the rentals for whites as opposed to the rentals for blacks for each type of neighborhood.

(4) Were there differences?

Class discussion can follow from consideration of any differences apparent in the comparison of properties shown to black vs. white students.

Alternatives: This exercise can be performed using food prices in stores in each type of community, health or recreational facilities.

(II) Title: Let's Play

Objective: To demonstrate similarities and differences in the play activities of children from all income level families.

Procedure: Assign students to observe children at play in slums, middle, and high-income neighborhoods. Instruct the students to record the procedure of games, types of materials used, number of children involved, etc.

Follow-up: (1) Discussion might compare the types of play activities engaged in, materials used by children, and the number of participants in each type of neighborhood.

(2) What were the similarities? differences?

(3) Are there differences attributable to race? to socioeconomic level?

(III) Title: White Socks

Caution: If this activity is chosen and the teacher teaches more than one class in which "White Socks" is to be tried, it is advisable that the assignment be given to all classes on the same day. Students communicate, and the activity is only effective the first time it's tried.

Objective: To give students a chance to belong to a minority group.

Procedure: Ask all students in the class to wear white cotton socks on a designated day.

Follow-up: Discussion could include:

(1) What comments or questions were directed to you today?

(2) Did you feel set apart?

(3) Compare your experience to an experience that might be encountered by a black person which would make him feel set apart.

(IV) Title: The 11 O'clock Hour

Objective: To determine the amount of segregation in churches.

Procedure: Have each student count the number of members of the minority and majority race present at the church service that they attend on a given Sunday at the eleven o'clock hour.

Follow-up: Construct a table as follows:

		Majority	
		Black	White
Minority	Black		
	White		

For each separate church (make sure any one church or synagogue is only counted once) find out which race was in the majority and then under the appropriate column tally the number of blacks in top row and whites in the bottom row.

Are churches segregated?

Role-playing

OBJECTIVE:

To demonstrate role behavior in selected situations and to increase student awareness of how needs, perceptions, and external demands influence behavior.

GENERAL INFORMATION:

As a teaching technique, use of role-playing in recent years has increased considerably, and this increase in interest and usage has been paralleled by increasing numbers of publications, both periodic and bound, concerning role-playing. A partial list of books for teachers interested in reading more about role-playing is included at the end of this unit. These books are especially recommended for teachers wishing to encourage their classes to develop role-playing situations.

PROCEDURE:

If the teacher wishes to permit the class to develop a role-playing situation, certain ground rules should be followed:

1. Players may be selected by the teacher, but it is best to allow students to volunteer. They should not be forced into playing a role with which they are not comfortable.

2. If the role-playing situation permits it, it can be very instructive to have role-players switch roles at some point prior to reaching closure on whatever issue has generated the role-playing situation.

3. The class may be divided into several groups so that simultaneous role-playing is going on at several points in the room.

4. The most effective situations for role-playing are those in which the conclusion is not an obvious one, but one in which a surprise may occur.

5. Beware that role-players not feel embarassed about how they played their role. Discussion afterwards should be directed toward the interactions which occurred, not specifically who played what role in which manner.

6. Students not participating in a situation may be asked to evaluate the outcome, or a special panel may be composed from the non-participants to assess the results.

Specific procedures with the class will depend on the situation in which the role-playing will be used, but a general procedure might be the following:

1. Divide the class into groups which include enough students to role-play the situation and some additional observers if classroom size or student resistence prevents all from having an active role.

2. Assign the same situation whether preselected by the teacher or developed by the students to each group and have each group decide who is to play each role.

3. Allow the role-playing to proceed after each student has had sufficient time to read and understand the instructions which establish his role.

4. By keeping an eye on each group the teacher should be able to determine when the group is about to reach closure on its topic and at that point she should stop the group and have the players switch roles. For example, allow students playing black roles to switch to white roles, and vice versa. The group should then continue on to a conclusion.

5. Although classroom size may prevent it, the active role is preferable to being a passive observer. If all students have a role (which they typically "lock" themselves into cognitively) great value can then be achieved by forcing students to change roles (which thereby forces a change in perspective) and then continue to closure in the same situation. Changing a student from an active role to passive observation does not force the change in perspective, hence it is preferable to have active roles for all students. Moreover, if all have a role, then role-playing students are less self-conscious.

6. Once the role-playing is completed, a panel should be formed from among the observers if any were present. In either event a class-wide discussion (if the role-playing situations were sufficiently similar to permit it) of various roles and how they were played should be conducted.

7. Specific issues to be considered will depend on the situation which was role-played.

Exercises 6/2-6/4 represent several prototypic role-playing situations some of which were developed by the University of South Carolina Center for Integrated Education.

Exercises 6/2-6/4 have sample discussion questions to illustrate how to draw questions from the situations, where as Exercises 6/5-6/6 simply outline the situation and leaves development of specific discussion questions to the teacher.

ALTERNATIVES:

A number of different possibilities suggest themselves as rich sources of material for potential use in a role-playing situation. Relations between majority and minority-race representatives can easily be worked into confrontations between:

1. Landlord and renter.

2. Store owner and buyer.

3. Bureaucrat and governed.

4. Teacher and administrator or principal.

5. A personnel director told by a company official not to hire any blacks and a highly qualified black just graduated from college.

REFERENCES:

Chesler, M., & Fox, R. Role-playing method in the classroom. Chicago: Science Research Associates, Inc., 1966.

Lehman, D. L. Role-playing and teacher education: A manual for developing innovative teachers. Bastrop, Texas: Greenbriar Free School/Community, 1970. (A publication of the Commission on Undergraduate Education in the Biological Sciences.)

Miles, Matthew B. Learning to Work in Groups (A Program Guide for Educational Leaders). New York: Teachers College Press, Columbia University, 1970.

Schein, E. H. and Bennis, W. G. Personal and Organizational Change Through Group Methods. New York-London-Sydney: John Wiley and Sons, Inc., 1967.

Shaftel, Fannie R., Role playing for social values: decision making in the social studies. Englewood Cliffs, New Jersey: Prentice Hall, 1967.

Role-playing: Name Calling

OBJECTIVE:

To demonstrate role behavior in a "relevant" situation and to provide illustrative first-hand evidence for discussing behavior as determined by roles.

PROCEDURE:

(1) Divide the class into groups of 5 students (or larger groups if some students are to serve simply as observers).

(2) Assign one student to each of the five roles.

(3) Show Page A (included in Materials section) to Jane, Louise, John, and Mr. Dorn. Show Page B to Jane, Page C to Louise, Page D to John, Page E to Mr. Dorn, and Page F to Mr. Smith.

(4) Start the exercise as the conference in Mr. Dorn's office begins with the students, the principal, and the bus driver in attendance.

FOLLOW-UP:

Discussion following the role-playing exercise may pick up on points brought out during the exercise, but might include the following questions:

(1) What is the problem to be faced immediately?

(2) What is the long-range problem to be faced?

(3) Can this be interpreted as "just another disagreement"? Why or why not?

(4) If you were the principal how would you handle the situation?

(5) How will the community react upon hearing about this incident? Why?

MATERIALS:

The following pages contain information to be given to one or more of the participants in the exercise.

Jane Wharton (a white girl) called Louise Gray (a black girl) a "nigger" on the school bus. Louise responded by calling Jane a "grey neck." Their name calling turned into a pushing and shoving incident. Soon other girls, of both races, were engaged in name calling and scuffling. This was the scene when the bus pulled up to the high school.

Mr. Dorn, the principal was called by Mr. Smith and informed of the situation on the bus. Mr. Smith is a citizen who lives near the school and has no official connection with the school. The principal went to the bus area and escorted Jane, Louise, and John (the bus driver) into his office for a conference.

Conference Information for Jane Wharton

(1) You come from a poor family. You are easily excitable, highly emotional, and a poor student.

(2) You don't like school and the fact that you have to ride the bus with blacks doesn't make school any more pleasant for you.

(3) Your family is prejudiced and they refer to blacks as "niggers". They encourage you not to associate with blacks. You bait black students because it makes you feel important.

(4) This is the first time you have been quite so aggressive and it's also the first time your attitudes, patterned after your parents attitudes, have gotten you in trouble.

Conference Information for Louise Gray

(1) You are a poor student, highly aggressive, and very talkative. You come from a poor family.

(2) You are small in statue and tend to overreact in most situations. You crave attention.

(3) You feel that you are as good as white students and you won't let them push you around.

(4) Your family has never looked for trouble and has, in fact, avoided making trouble at times when you thought they should have. This has bothered you and you have been looking for a chance to "make an issue" out of your race for several weeks.

Conference Information for John

(1) You are shy and withdrawn. You have exhibited little leadership ability.

(2) You are afraid to try to keep discipline on the bus because several of the bigger boys and girls have threatened to beat you up if you reported them.

(3) You would not have reported this incident if Mr. Smith hadn't done so.

(4) You have never really considered whether or not you are a racist. You're willing to consider both sides, but the issue has never come up.

-D-

Conference Information for Mr. Dorn

(1) As a result of court-ordered integration of both core-city children and children from a primarily white suburb you now find yourself in charge of a school for which your prior training has not really prepared you. All your previous experience has been in core-city schools, and over the last decade you have taught and come in contact almost exclusively with black children.

(2) You are white, but you are in strong sympathy with the blacks, the problems they face, and their reasons for feeling "oppressed."

(3) You are well respected as an educator as you have so far managed to deal fairly with all incidents with racial overtones, but you are not afraid to champion the cause of the blacks outside your school.

(4) Just as you enter the building to start the conference you have organized you notice Mr. Smith, who has complained to you several times in the past, starting across the street from his house, apparently headed for your office.

Conference Information for Mr. Smith

(1) You have always enjoyed living close to the center of the city. You are a retired black janitor who was at one time in charge of all janitors in the city school system.

(2) You object to the court-ordered integration of city kids with the "rich snobs" from the suburbs. It seems to you that ever since the suburb kids arrived the school across the street has been much noisier.

(3) You've compiained in the past, but this time after noticing the disturbance in the school bus as it arrived, you're determined to get to Mr. Dorn and express your displeasure with the increasing number of disturbances.

(4) With that thought in mind you start across the street as you notice Mr. Dorn, two girls, and the bus driver (an old friend of yours) go into the school.

(5) By the time you reach Mr. Dorn's office the door is closed and the secretary tells you Mr. Dorn is in conference with some students and one of the bus drivers.

Role-playing: Fighting Boys

OBJECTIVE:

To demonstrate role behavior in a "relevant" situation and to provide illustrative first-hand evidence for discussing behavior as determined by roles.

PROCEDURE:

1. Divide class into groups of 5 students (or larger groups if some students are to serve simply as observers).

2. Assign one student to each of the five roles.

3. Show pages A and B (included in Materials section) to Timothy Rick, the parent. Show Pages A and C to Terry Patterson, the teacher. Show Page D to Mr. Simpson, the principal, Pages A and E to David Rick, and Page F to Christopher Hayes.

4. Start the exercise at the point where Terry Patterson enters the principal's office with Mr. Rick.

FOLLOW-UP:

Discussion following the role-playing exercise may pick up on points brought out during the exercise, but might include the following questions:

(1) Did the class assume Terry Patterson was black or white? Why?

(2) What is the immediate problem to be faced in the impending confrontations with Mr. Rick?

(3) What, if any, immediate preparations could the principal make for the conference?

(4) Would it or would it not be wise to ask to have David and Christopher brought into the conference? Why?

(5) What is the long-term nature of the problem?

(6) What are some factors to be taken into consideration in working out a solution to the long-term problem?

(7) What are some alternative courses of action you might follow in an attempt to deal with the problem in the future?

(8) What are the probable outcomes associated with each course of action?

(9) What, if any, school-wide action could be taken to alleviate this type of problem?

(10) What personal value or values do you hold that prompted you to reach your decisions?

MATERIALS:

The following pages contain information to be given to one or more of the participants of the exercise.

Last week Terry Patterson received the following note:

> Teacher _____:
>
> Today my boy came home from school and told me that you had jumped on him for fighting with that Hayes boy. I refuse to put up with this and it had better not happen again. If it does there will be trouble and you will be very sorry.
>
> Timothy Rick

The next day Terry sent the following note in answer to Mr. Rick:

> Dear Mr. Rick:
>
> I regret that the fighting incident to which you referred in your note occured. Since both boys were fighting, however, it would have been unfair to have repremanded one and not the other. Obviously, we cannot permit fighting as someone might get hurt. In addition, it upsets the other children. Perhaps with your cooperation it will not happen again.
>
> I hope you understand.
>
> Terry Patterson

At the moment Mr. Rick is waiting in the main office to see Terry Patterson. He is quite upset and angry. Mr. Simpson had just sent a request for Terry to come to the office.

-A-

Conference Information for Mr. Timothy Rick

(1) You have been having many problems this past year, both personal and financial. You would like to walk out on everything but do not know what would happen to the children. You worry about money a great deal. It seems there is never enough. Recently you took another job and now it seems you are always tired.

(2) You came from a background of hardship. Consequently, you missed a lot of advantages. While you were in the army you had the opportunity for the first time to see some of the world and how other people live. You had hoped to find success in a job when you were discharged but because of an educational deficit success has eluded you.

(3) You are prejudiced and dislike the idea of the black children attending your children's school. You feel that you are better than they are and that they have no right to be there.

(4) You are secretly proud that your boy got into a fight. You have been hoping he would show a little spunk. You are also upset that he was disciplined because the other boy was a black child. You feel that it was permissible for him to hit the black boy but that the other boy should not have been allowed to hit David back. In addition, you would not have objected to David's having been punished for fighting if the other boy had been a white child. As it is however, you are really mad and are going to do all you can to cause trouble for the teacher and perhaps the school also.

Conference Information for Terry Patterson

(1) Last week on the playground David Rick and Christopher Hayes got into a fight. The argument began when Christopher snatched David's hat and would not return it right away. David chased him and although unable to catch him managed to trip Christopher so that he fell. He came up swinging and David hit back at him. Although neither boy was hurt both became quite angry. You disciplined both boys by keeping them after school. The next morning David brought a note from his father threatening you if you should discipline his son again for fighting.

(2) Yesterday at lunch David tried to trip Christopher again as the boys were leaving the lunch room. Christopher retaliated by shoving David. You observed the boys scuffling and again you kept them after school.

(3) David is not an aggressive child and you are surprised that he has been fighting. Christopher has not been an overly aggressive child this year and has caused no problems in this way either. You really do not know what, if anything, has caused the present bad feelings between the two boys.

(4) You have never met Mr. Rick although you did meet his wife at one of the PTA meetings. She seemed to be a rather quiet type.

-C-

Conference Information for Principal Mr. Simpson:

(1) You are the principal of a new regional high school. You are well liked by the school administration officials of the town, and it's an open secret that you are being watched closely as you handle your new assignment. The probabilities are high that if you do well you could be the next superintendent of schools.

(2) You hesitated to accept your current position for only one reason. Because of a geographic peculiarity, the high school serves students of both races drawn from every socioeconomic level in your town. Race relations have generally been good, but you knew when you accepted the job as principal that problems of racial background were always "just below the surface."

(3) From the little bit of information Mr. Rick provided you when he came into your office asking for a joint appointment with you and Terry Patterson you know what the nature of the problem is going to be--a confrontation between a lower middle class, racially bigoted parent and a young teacher who has been well accepted by the students in his two years at the high school.

(4) You are very eager to handle this problem without having it spread past your office.

-0-

Information for David Rick

(1) Perhaps as a result of moving around or perhaps as a result of the economic problems of your family, you having a hard time adjusting to school and the other children. You feel that the kids pick on you but when you tell the teacher about this you do not feel that she is really concerned.

(2) If you tell your folks at home how the other kids treat you, your mother says "Don't worry, they like you. How could they help but like you?" Your father says, "Hit back, when the kids pick on you." You are confused. You tried it your mother's way and now you tried it your father's. You are not happy with either.

(3) You really do not dislike Christopher and you do not think the other kids like you any better as a result of your fight with him. You go to school early many mornings hoping you will get to talk with the teacher because one day you think maybe you will get enough nerve to ask for help.

(4) You would like to do well in school and you would like to be popular with the other kids but you are confused.

Information for Christopher Hayes:

(1) You did not mean to cause trouble, since you were only playing when you snatched David's hat. All your classmates tease David and he had never reacted before as he did when you took his hat. You like him all right -- you never really thought about it one way or the other.

(2) Neither you nor your folks minded that you were disciplined, and you do not see what all the fuss is about with David's father. You think that grown-ups sure can act peculiar sometimes. You hope that your family does not come to the school because that would really be embarrassing to you. You hope, too, that you would not have to go to the office. You also like your teacher who you hope will not get into trouble over any of this.

-F-

Role-playing: School Bus Incident

OBJECTIVE:

To show how "racial" incidents might be interpreted and resolved in various ways and to provide "real-life" illustrations of points to be discussed in the classroom.

PROCEDURE:

(1) Divide the class into groups of 6 (or larger groups if some students are to serve simply as observers).

(2) Assign one student to each of the six roles.

(3) Show Page A, included in Materials section, to each participant. Show Page B to John, Page C to Samuel, Page D to Henry, Page E to Albert, Page F to Mr. Jones, and Page G to Mr. Hanesworth.

(4) Start the exercise as the meeting begins in Mr. Hanesworth's office the following morning.

FOLLOW-UP:

(A) Discussion following the role-playing exercise may pick up on points brought out during the exercise, but might include the following questions:

(1) What is the problem to be faced immediately by each person involved?

(2) What is the long-range problem to be faced?

(3) Should this be regarded as "just an argument between kids"?

(4) If you were principal, how would you handle the situation?

(5) Should there be an attempt to keep this incident from the news media?

(6) What are some of the implications of this incident for school policy?

(7) What are some probable community reactions to such an incident?

(B) After the role-playing and discussion have been completed ask the participants whether the bus driver was depicted as black or white and why?

ALTERNATIVE:

If, in response to question B above, it becomes apparent that one race or the other was assigned to the bus driver students might be encouraged to re-do the role-playing situation with the bus driver assigned as a member of the opposite race from that enacted the first time.

John Gallagher and Henry Duvere, two white students, age 12 and 13 respectively, are riding home on the school bus. Samuel Adamson, a black student about the same age as Henry, riding several seats behind them has moved up immediately behind the two whites who are busily engaged in discussing their views regarding the contributions of black people to the development of the United States of America. John and Henry are quite unaware that Samuel is within earshot and listening to their conversation:

Henry (in slightly hushed-manner): "But, now you know, Johnny, Miss Denniman must be kiddin' when she says niggers helped to build this country. Why my Dad's got just as much schoolin' as she has, maybe more, and he says they've never done nothin' but wait for us whites to give 'em a hand out... why he even calls 'em niggers and says they all stink and are lazy, to lazy to even bathe!!!"

John (hesitant, reluctant to disagree, but wary and seeking to differ without offending) "I don't...well, I wouldn't exactly say that all of 'em are that way. There is six of 'em in my geography class and sometimes I play with 'em...and I...well, maybe I haven't gotton that close...but I don't remember smellin' any of 'em...at least, not yet."

(At this point Samuel rises up out of his seat, spilling books out of his lap. He confronts the startled and surprised youths, shouting so loudly the attention of all the other passengers is turned toward the three of them.)

"You lousy honkie bastards, whaddaya mean Blacks ain't done nothing for this damn country.....and who's stinkin lazy?" (as Samuel utters the last question, he is reaching for Henry. The bus driver, sensing the confusion, pulls to the side of the street. All of the students, both black and white, converge on the little group, a teacher, Mr. Jones, passing in his car, pulls to the side, stops, boards the bus, breaks up the disturbance.

He places Samuel in his car, reboards the bus and tells John, Henry, and the bus driver to report to the principal's office immediately upon arrival at school the next morning.....

-4-

Conference information for John Gallagher

(1) You are a member of what you consider to be the upper middle class. Though not wealthy, your family seems to be quite substantial.

(2) Your dad, starting as a "neighborhood drug store" owner, has expanded his business to include several stores scattered thoughout the state.

(3) Your family rarely mentions "the race question".

(4) You are thought of as being an unbiased person by your peers and you usually get along well with whites and blacks.

Conference Information for Samuel Adamson:

(1) You are quite aware of your blackness. Events and frustrations at school and in daily life constantly force this fact upon you.

(2) Your dad has driven a delivery truck for most of his life.

(3) There are two younger children in your family, but you are the only one attending Wallace Junior High School.

(4) You are considered neither dumb nor extra smart. There is little academic help that you can expect at home, but your parents are forever pushing you to excel.

-C-

Conference Information for Henry Duvere:

(1) You are a poor student, and you are forever bluffing your way in school and out. You constantly brag about your family, although you are aware of the economic "pinch" omnipresent at home.

(2) All seven members of your family refer to Blacks as "niggers," and almost every day, in some way, get around to discussing them in a derogatory manner. All seem equally determined that the term "nigger lover" shall never be applied to them.

-0-

Conference Information for Albert Johnson:

(1) You consider yourself to be fairly intelligent and competent.

(2) In the past, you have handled situations you considered to be much more dangerous than the present one.

(3) You are ambivalent regarding the teacher's interference; you would have "taken care of the situation".

Conference Information for Mr. Jones (teacher-Black):

(1) You are a former principal of one of the elementary schools which was phased out in the desegregation of the city's schools.

(2) Deep down, you resent your demotion, although they are continuing to pay you your former salary.

(3) Though the principal seems to be "feeling his way" in many situations, you are determined to let him "make it on his own".

(4) Your reaction in the bus situation was almost automatic.

(5) You are simply trying to finish out the few remaining years before your elegibility to retire.

Conference Information for Mr. Hanesworth (principal):

(1) You are new to Wallace Junior High and to the school system.

(2) You are young (30) and white.

(3) You are ambitious but this is your first year as a principal.

(4) You have had little experience with integrated schools, and this is your first confrontation with a situation having racial overtones.

-6-

Role Playing: The Employment Agency

OBJECTIVE:

To demonstrate that all students harbor prejudicial attitudes and may exhibit discriminatory behavior.

PROCEDURE:

Set up an Employment Agency in one section of the classroom with a listing of available position in clear view of the students. A list of positions is included in the Materials section. Alternatively the class might generate a list for use from publications found in the school's guidance department.

Have different students play the role of the receptionist, who must interview and assign members of the class to the available position.

FOLLOW-UP:

The class should evaluate the assignments given by the receptionist. Did any of the following seem to affect these assignments? If so, how?

1. Manner of speech
2. Wearing apparel
3. Length of hair
4. Color of skin
5. Race
6. Age
7. Sex
8. Other

ALTERNATIVES:

(1) An alternative procedure which can be used to involve all members of the class simultaneously would involve assigning the following questions to each student.

(1) If you were an interviewer for the B&W Employment Agency and a clean shaven, 26-year old, white male came in wearing a business suit and loafers, with clean hair, list the kind of jobs you would be inclined to consider him for without first searching his resume.

(2) A 26 year old black male - same garb.

(3) A 26 year old white male - sandals, three day beard, dirty hair, sweat shirt, jeans, shirt bearing peace symbol.

(4) A 26 year old black male - sandals, three day beard growth, "bush", sweatshirt, jeans, shirt bearing power fist.

Discussion could follow the same issues and questions as those listed in the Follow-up section, with appropriate adjustments to reflect the increased number of "interviewers". For example, how many blacks and how many whites were assigned to each position by the class as a whole?

(II) A second alternative would involve using the table included in the Materials section. The procedure is as follows:

(1) Distribute to students one or more copies of the table and either post in view of all students a list such as the "Suggested Positions Available" included in the Materials section or also distribute such a list.

(2) Instruct students to list each position in the table and indicate to the right of the position whether a white or black would be more likely to fill the position and whether such a person is more likely to be male or female.

(3) A master list could then be composed by having the class report their results by a show of hands.

(4) Discussion could follow questions listed in the Follow-up section.

MATERIALS:

(1) The following is a list of suggested positions available to be used with the B&W Employment Agency exercise or any of the suggested alternatives.

Septic tank cleaner
Custodian
Clerk-typist
Executive secretary
Floor supervisor
Department Manager(Clothing Store)
Canteen worker
Company president
Food manager
Bank teller
Delivery man
Math teacher - calculus
Biologist
Man willing to start as food handler, but in no position to rise.
Man to manage laundry and cleaning establishment at night
Woman to keep children and live over garage
File clerk
Electrician
IBM key punch operator
Switchboard operator
TV repairman
Reputable professor as Dean of Women
Accountant
Janitor
Maid
Registered nurse
Practical nurse

(2) On the following page is a suggested format for the table to be used in conjunction with Alternative II:

The Employment Agency

Positions available	White	Black	Male	Female

Role-Playing: The Black Power Assignment

OBJECTIVE:

To demonstrate role behavior in a familiar environment and increase student awareness of how needs, perceptions, and external demands influence behavior.

PROCEDURE:

(1) Divide the class into groups of 6 students.

(2) Assign three students to play the roles and assign each of the remaining students to observe one of the previously assigned students in the role.

(3) Show Page A (included in Materials section) to every participant and observer. Show Page B to Mr. Burke, Page C to Mrs. Vickers, and Page D to Mr. Knight.

(4) Start the exercise as the prearranged conference in Mr. Knight's office is beginning with Knight, Burke, and Mrs. Vickers in attendance.

FOLLOW-UP:

Generate questions to amplify points developed during the role-playing and/or to reemphasize aspects of the interaction which students may have missed or not fully understood.

MATERIALS:

The following pages contain information to be given to one or more of the participants in the exercise.

Dear Mr. Knight:

Today my daughter came home from school and told me that her teacher said she could write a paper on "Black Power." This is the most ridiculous thing I've ever heard of and I refuse to put up with this. What are schools doing to children? And what is Mrs. Vickers doing to our daughter?

Incidents such as these are responsible for confusing our young people today and, ultimately, for the loss of moral and national values. How will this assignment possibly help Jane get into college when she has to go?

I ask that this kind of teaching be stopped or you will hear from me again.

David Burke

The next day Mr. Knight sent Jane's father the following reply:

Dear Mr. Burke:

I regret that your daughter's assignment caused you to be upset. I have discussed this with Jane's teacher, Mrs. Vickers, and I feel that there may be some misunderstanding. The assignment which your daughter reported to you was one of several from which students could choose as part of their current study of "Authority".

Perhaps you would like to come to my office for a conference with Mrs. Vickers so that the matter can be resolved. Please let me know a time that is convenient and I shall be glad to make the arrangements.

John Knight

At the moment Mr. Burke is waiting in the main office to see Mr. Knight and Mrs. Vickers. He is quite upset and angry.

-A-

Conference Information for Mr. David Burke (Parent):

(1) You have been suspicious of Mrs. Vickers' class for some time. None of your four children have liked school; you understand this. School is not to be liked. Education is hard. If learning isn't hard, sometimes unpleasant, then learning isn't taking place.

(2) The schoolroom is not a place to take up controversial issues. Controversy should be handled in the home, not in school. You feel that Mrs. Vickers is a trouble-maker; Jane should never be allowed to study conflict, except for wars.

(3) When you went to school you spent a great deal of your time writing, both at home and at school. Jane certainly does not spend enough time writing for Mrs. Vickers' class; you feel strongly she should spend at least an hour every evening answering questions for that class. After all, it does last two hours every day.

Conference Information for Mrs. Vickers (Teacher):

(1) You have taught in public schools for six years. You moved to this community because your fiance had been transferred to this area. Teaching the middle-grades is your preference although you taught senior high school social studies three years ago.

(2) It is your belief that teachers should be concerned about values; this is one of your major teaching concerns. You feel that students cannot learn how values are formed and why unless controversy is explored from time to time.

(3) You feel strongly that schools have not explored the broad area of communication, that writing is emphasized to the exclusion of other forms of expression. You also feel that within the writing area children are made to feel that poetry and short stories, for example, are less important than essays and so-called "objective" forms of writing.

Conference information for Mr. John Knight (Principal):

(1) This is an embarrassing incident for you. If this were a discipline problem you would feel better about it, but as it is, you are not sure who is right.

(2) You want to support your teacher. However, you have not known that much about her methods until now.

(3) Parents who take the time to write long letters as Mr. Burke did usually mean well.

(4) You decide not to express an opinion in the conference, if you can help it. You would prefer that the parent and the teacher reach an understanding.

Games

OBJECTIVE:

To provide students a nonthreatening experience with a simulated version of discrimination or racially related processes which may operate in society.

GENERAL INFORMATION:

In recent years the increase in use of games as a teaching technique has almost exceeded the rate of educators' rapidly growing confidence in the games' effectiveness. Basically, a game provides a sufficient buffer between reality and the student's actions so that the student, with a minimum of threat, is able to experience and interpret processes which closely parallel real world phenomena.

The virtues of games include (1) their intrinsic interest to students, (2) involvement with other students in an information-generating situation, (3) (most times) obvious parallels to everyday life, and (4) tremendous flexibility as a teaching technique, both in numbers of students served and ideas presented. Drawbacks in using games, aspects which must be seriously considered and recognized, include (1) a great diversity of effects of games for different students: Some reject the information and experiences a game generates, some become so involved in "winning" as to fail to appreciate the process by which success or failure is achieved, while some will be introduced to many nuances of a process or phenomenon which they had never previously considered. (2) In the context of a game information may be presented to the students from many different, often unrecognized sources: fellow students, teachers, limitations placed on the game by fiat at its inception... (3) Some games are less effective because of oversimplyfying the process or situation which it mimes to the point where relevant aspects have been ignored.

The problems are many, but the potential benefits are great. A few simple precautions will minimize the negative aspects of the game. First, for any game the teacher needs to prepare the class by setting the game in its appropriate context, by indicating why the game is introduced when it is. Second, it is essential when a game is concluded that the teacher allow time for discussing the results of the game. This discussion may be used to re-emphasize points made during the playing of the game, to correct misimpressions which may be generated by the game, and to facilitate discussion of issues raised by the game.

With reference to most of the games listed in this unit there is an additional danger, somewhat unique to this type of game. It is best summarized by Shifts (1970) as follows:

> "There is a real danger that games about the black community, which are generally written by persons from the suburbs and are based on a series of unfounded cliches about what it is like to be black, not only encourage stereotyping but create an attitude of condescension toward blacks. More importantly they can give the students a false feeling that they actually know what it is to be discriminated against or what it is like to be black. Such

games shouldn't be played unless there is extensive input from black community through talks, films, literature, personal confrontations, and discussions." (p. P.2)

PROCEDURE:

What follows is an annotated list of games most directly relevant to the present unit on minority groups. In each game the procedure would be as follows:

1. Introduce the game in the appropriate context.

2. Play the game, and

3. Discuss issues, misconceptions, and oversimplifications raised by the game. Despite being related to the same general topic area, each game is somewhat unique in the issue(s) it addresses and/or the information it imparts to students as summarized below.

Blacks & Whites. This game is essentially a racial Monopoly in which blacks and whites vie for control of properties ranging from ghetto (cheapest price, lowest rent) to suburbia (highest price, greatest rent). Whites start with greatest capital, endure least interferences, and typically end up owning most of the property. It offers the opportunity for blacks to band together, pool resources, and become a very powerful economic force. Accompanying instructions are minimal but encourage players to become familiar with rules and then modify them. Three to nine students can play, although it would be possible to pair players so as to involve 6-18. This encourages discussion of each move and increases benefits of the game. Blacks & Whites can be played in 90 minutes, and although it can go much longer, it is easily divided into two or more 50-60 minute intervals. Cost: $7.45, including postage and handling. Order #605 from: The Head Box, Educational Products Division, P. O. Box 4762, Clinton, Iowa 52732.

Ghetto. Each player is given a profile describing a poor person and is attempting throughout the game to improve that person's life style given a limited set of resources (i.e., time to invest) and varying numbers of demands on his time (e.g., children, responsibilities). A very good Coordinator's Manual, including numerous suggestions for additional activities which relate to Ghetto, comes with the game. Seven to ten students can play, but again by doubling students so that two play one role, additional students can be involved. The game is adversely affected if less than seven play. Ghetto can be played in 2-4 hours and is arranged so that it can be broken into several shorter periods. Cost: $24. Order #3256 from: Western Publishing Company, Inc., School and Library Department, 150 Parish Drive, Wayne, New Jersey 07470.

[Note: Both of the above games are much more effective in a racially mixed classroom where students represent a variety of life-styles and experiences.] Points illustrated by the following game are less susceptible to the composition of the class.

Starpower. This is a game for which the outcome is very unstructured, but highly predictable. It effectively illustrates the frustrations of being powerless (black?), and the rules which powerful groups will generate to protect their power. The game can be broken into 50-60 minute segments, but its effects are heightened by playing it from start to finish without interruption. A very good Director's Manual accompanies the game. The discussion questions are good, but the suggested readings are, with few exceptions, not directly related to a unit on minority groups. The length of the game depends directly on the dynamics of the group, but typically lasts 1-2 hours with 18 people, slightly longer with more players. Eighteen to thirty-five players can play Starpower, but 30 is optimal. Cost: $25. As an interesting alternative, "do-it-yourself instructions" are available for the game for $3.25 including postage and handling. Order from: Simile II, P. O. Box 1023, LaJolla, California 92037.

FOLLOW-UP:

It should be stressed again that after playing any of these games the value of the games can be greatly increased by assuring adequate discussion of the game by the participants.

REFERENCES:

Shirts, R. G. Games students play. Saturday Review, 1970, 53, 81-82. A short discussion of some of the pros and cons of the use of simulation games in teaching.

Zuckerman, D. W., Horn, R. E., & Twelker, P. A. The guide to simulation games for education and training. Cambridge, Mass.: Information Resources, Inc. 1970. [Order from IRI at 1675 Massachusetts Avenue, Cambridge, Mass. 02138 Cost: $15.
This is the most complete, up-to-date reference source listing all of the available simulation games as of the time of its publication. A good source for a secondary school library to order. Given the multiplicity of games currently being generated, this source may become dated, but it is the best currently available.

Social Studies Curriculum Materials Data Book. Boulder, Colorado: Social Science Education Consortium. 1971.
This source book is a compilation of many types of materials which may be useful in teaching a variety of social science courses. Of particular interest to this exercise involving games is a section including summaries and reviews of the most recently produced games. $32.00 gains both a subscription to the Data Book and supplements intended to keep it up to date. [Order from SSEC, 855 Broadway, Boulder, Colorado 80302]

The Mirror Game

OBJECTIVE:

To sensitize students to the many ways in which they are similar to people of different races.

PROCEDURE:

Have each student select a partner in the class whom the student perceives to be the one most different from himself. The game is played standing face-to-face. Once the students are appropriately arranged, the following instructions should be read:

"This is an exercise in nonverbal communication. Each of you will be asked to perform some simple acts. Decide between yourselves who is to go first. [Pause...]

"Now those of you who go first are to pantomine everything you normally do each morning from the time you first wake up until you leave the house to come to school. Don't omit anything. Start from the point when you first wake up and without using your voice, without making any sound at all, go through all the actions you perform, in the exact order you normally perform them up through the point where you leave the house. For this first portion, those of you who are just watching should try to interpret each action as your partner performs it. It may help you to understand what your partner is trying to communicate if you mimic his actions.

"Once you understand what he is communicating, nod your head. When your partner nods his head, those of you who are pantomiming should move to the next action. You may sit down when you finish your pantomime. Do you have any questions: [Pause...]

"All right, you may begin."

[After each pair has finisned, say:]

"Very good. Now, switch roles. Those of you who were pantomiming are to watch your partner and nod your head when you understand what is being communicated. Those of you who were watching before, start from the time you first get up and pantomime each and every action you perform until you leave the house to come to school. Do you have any questions? [Pause...]

"All right, you may begin."

CAUTION:

This game may be too simple for a class of sophisticated students, but it can be used as a good starting point for discussion of "differences" between races. Better results will be obtained if as many opposite-sex and opposite-race pairs as possible are created.

FOLLOW-UP:

Discussion following this activity may consider some of the following questions:

1. What differences did you notice between what your partner did as he or she got ready for school, and what you do? What similarities?

2. Is there anything girls do that boys don't do? Is there anything boys do that girls don't do?

3. Is there anything that blacks do that whites don't do? Is there anything that whites do that blacks don't do?

Nonverbal Communication

OBJECTIVE:

To sensitize students to the fact that much communication between two persons can be achieved without relying on the spoken word. Likewise, that much discrimination is achieved without reliance on the spoken word.

GENERAL INFORMATION:

Albert Mehrabian, a psychologist, maintains that most of the content of any message passing between two persons is conveyed nonverbally. He asserts that the total impact of a message is achieved by a verbal component (7%), a vocal component (38%) and a facial component (55%). It is interesting to consider, for example, what is involved in sarcasm--when the verbal component conveys one message, but the vocal and/or facial component may convey an entirely different message.

One can draw some interesting implications from the work on body language or nonverbal (covert) communication for this unit on minority-groups. For example, "liberal" whites profess no objection to blacks, but how many live next door to blacks? Ministers in churches profess "concern" for all fellow humans, but how many churches are substantially "color-blind" in choice of members? More specifically related to the current exercise, what of the student whose verbal behavior indicates toleration and/or understanding of members of another race? Do the vocal and facial components of his communications with students of another race indicate toleration/understanding? This exercise is intended to encourage students to (re-)examine some of their ideas regarding the relative worth of fellow students, especially those of different race, and the extent to which those ideas are reflected in students' contacts with their compatriots.

As an example, Mehrabian in the September, 1968 issue of Psychology Today indicates (1) the more a person leans toward a person to whom he is talking, the more positively he feels about him. (2) A speaker relaxes either very little or a great deal when he dislikes the person to whom he is talking, but he relaxes to only a moderate degree when he likes this person. Also, (3) the more a speaker likes a person the more time he is likely to spend looking into a person's eyes while in a conversation. Additional information on these and other points may be obtained from the Mehrabian article in Psychology Today or a book by Weiner and Mehrabian, both referenced at the end of this unit.

The general point is an easy one to summarize. "Actions speak louder than words" is an apt summary of the fact that students need to be sensitized to the many ways in which communication may be and is achieved without needing to open one's mouth and to the many silent indicators of prejudice and discrimination. Likewise, teachers attempting to assess behavioral changes need to attend to verbal behavior, but also to the many other "silent" cues.

PROCEDURE:

Obtain from a normal Canasta deck the cards numbered 2-9 for each of the four suits and one of the jokers (or a Jack from one suit) for a total of thirty-three cards. On the blackboard of the classroom place a four-column wide by eight-row long table in which the columns, rows, and cells of the table are labeled as follows:

	Whole Body	Head	Inter-personal	Hand
Emotions	Clubs	Diamonds	Hearts	Spades
Anger	2	2	2	2
Apathy	3	3	3	3
Defeat	4	4	4	4
Disgust	5	5	5	5
Fear	6	6	6	6
Hate	7	7	7	7
Loneliness	8	8	8	8
Sadness	9	9	9	9

[In order to reduce confusion for the students, an alternative approach would be to print on the upper numbered face of each card the appropriate mode, and the specific emotion on the lower numbered face.]

For the game there are four modes of nonverbal communication:

Whole Body: The student may express an emotion using his whole body, excluding voice.

Head: The student may use his head in any manner, including motion or expression or nonverbal sounds, but not speaking.

Interpersonal: The student may express the emotion by involving any other student(s), e.g., by moving them into an appropriate position. The other students are completely passive, whereas the expresser may use his whole body and head, but may not speak.

Hand: The student can use his hands and arms, make gestures and/or touch other students, but cannot use voice, body, or head.

Rules of the Game: 1. The game may be played by 2 to 10 students, but to increase involvement of each student it would be best to limit it to approximately 6 students per game. Seating the group in a circle the cards are dealt face down and clockwise starting to the dealer's left and continuing until each student has an equal number of cards but at least three cards are left which are placed in the center as a draw deck. To win, a student must get rid of the cards dealt to him. This is achieved by communicating--by sensing the emotions of others and/or effectively communicating emotions to others.

2. The player to the dealer's left selects any card from his hand and places it face down in front of him. He is the expresser and the other players the receivers. The card drawn indicates to the expresser both the mode and the emotion to be communicated.

[For example, if the expresser selected the four of diamonds he must use only his head to communicate to the receivers the emotion of "defeat"]

3. Calling the communication involves each receiver attempting to interpret what is being communicated. If he identifies it he checks his hand to see if he has a card matching the emotion, not the mode. If he does, the student calls by laying the card (or cards if he had the emotion expressed in more than one mode) face down in front of him. If not, he passes. Three things may happen: Good calls. Once all students who have cards place them on the table, they are turned face up simultaneously. Provided at least one match has occurred, the expresser places his card face down under the draw-deck as do any students who matched the emotion. Bad calls. A wrong card means the receiver must replace the card(s) in his hand and draw as a penalty the same number of additional cards from the draw-deck. No matches. A failure to communicate is indicated if no matches are achieved. In this case the receivers must draw a penalty card from the draw-deck.

4. If you hold more than one card (mode) for any emotion, you must play all if you play one whether as an expresser or as a receiver, you either eliminate the whole package of 2-3 cards or you must draw a penalty of a similar number of cards. As an expresser you must use all of the modes of expression simultaneously if you choose an emotion represented in your hand by more than one mode.

5. If you hold all four mode cards for a particular emotion, you can play them as a joker. The joker, as in many card games, is a wild card. As a receiver it may be used to match any emotion communicated by an expresser. As an expresser the joker is to be used to communicate any emotion not being used in the game. If the communication, using any mode, is ambiguous enough receivers will call you and be penalized by having to draw cards from the draw-deck. A joker can be matched only by another wild card, viz., a four-of-a-kind combination. The expresser is not penalized if he is not called.

6. After the call cards have been turned up, any receiver may challenge an expresser who uses some mode other than that on his card. If a majority vote to support the challenge, the receivers take back the cards played that time; the expresser must take his card back and draw a penalty card. Then the next expresser plays.

FOLLOW-UP:

It is important to use this game as a vehicle for encouraging increased student understanding of communication especially as these emotions are expressed by the other players in the game.

(1) While the game is in progress pairs of players may occasionally fail to communicate. This can be capitalized on to generate discussion as to the source of the misunderstanding.

(2) Choice of the eight emotions to be used in the game is important. It is very difficult to communicate effectively if two or more of the emotions are too closely similar to one another and this difficulty may lengthen the game beyond the point of useful gain. For example, how would one distinguish between rage and fury? The eight emotions listed in the previous table are all negative. They have been drawn from among some of the common emotions expressed in current black literature, but they have been selected to be as disparate as possible. If the class enjoys the game it might be suggested that they attempt to generate their own list of emotions, or select substitute emotions from the following list:

submission	indignation
humbleness or humility	impatience
insolence	arrogance
defiance	anxiety
depression or dejection or despondency	boredom
resentment	contempt
demand	frustration
distrust	grief
hopelessness	irritation
cowardice	power

(3) Do the black (or minority group) students have any less (or more) difficulty in communicating these emotions to fellow students than do the white students? Does this indicate greater contact by the black or minority-group students with this group of emotions?

(4) Is communication across race as successful as communication within race? To answer this requires collecting some data--a task for which the teacher might appoint a score-keeper to watch each group playing the game. The score-keeper would simply tally the race of each expresser and how many white students correctly received the message and how many black students correctly received the message.

(5) The materials for constructing this game parallel exactly suggestions contained in the following reference: Longfellow, L. A. Body talk: The game of feeling and expression. Psychology Today, 1970, Vol. 4 (No. 5), 45-54. This reference contains a complete description of the game, a complete set of materials for playing one version of the game, and ordering instructions (p. 91) for obtaining an expanded version of the game. For $6.00 the game (Order #107) is available from:

The Head Box
Educational Products Division
P. O. Box 4762
Clinton, Iowa 52732

REFERENCES:

Teachers wishing to expand on this unit will find additional information in the following references:

Weiner, M., and Mehrabian, A. Language within language: Immediacy, a channel in verbal communication. New York: Appleton, Century Crofts, 1968.
The emphasis in this book is heavily on research, particularly concerned with nonverbal communication and the use of intonation and facial expressions in the communication of feelings or attitudes. Chapter 3 is particularly relevant, being concerned with providing a framework within which both verbal and nonverbal actions are used in communication.

Mehrabian, A. Communication without words. Psychology Today, 1968, Vol. 2 (No. 4), 52-55.
This is an excellent short article on some of the variety of research studies currently being directed toward the problems of nonverbal communication. It includes a short bibliography to other recent works.

Davitz, J. R. The language of emotion. New York: Academic Press, 1969.

This is a highly technical report of a significant research program directed at identifying what underlies emotional meaning. Especially useful, however, is Chapter 2 (Pp. 32-84) which contains a unique dictionary of labels of emotional states. "Definitions" are expressed primarily in terms of physical states which accompany each emotion, and this information might be abstracted to aid students in playing this game of nonverbal communication.

Debate = Assert and Listen

OBJECTIVES:

To provide an in-class exercise by which to discuss a topical issue of the day, to permit students to begin to summarize the information gleaned from the Black/White America unit, and to expose students to the opinions of their fellow students in an environment which fosters an attitude of careful listening.

PROCEDURE:

1. Divide the class into two groups each of which has approximately the same number of each race and sex, taking care to assure both groups have equal shares of students who tend to participate in classroom discussion as well as those who do not.

2. Allow the class to select a topic for debate from among the suggestions included in the Materials section, or encourage the class to generate a topic of its own, provided the topic is generally related to the issue at hand.

3. Assign one of the groups to observe the members of the other group, all of whom will participate in the debate. (Alternatively, allow the two halves of the class to select a debating team of four members each, position these eight students where they can see one another and be seen by the class, and assign the remaining members of each half to observe the four members of the opposing debating team). Regardless of the option selected, make sure each team or group includes representatives of both sexes and all races in so far as possible. However, the basic objective of developing careful listening in debates involving controversial topics can be achieved independent of the racial or sexual composition of the groups.

4. Initiate the debate with fairly general instructions indicating you are interested in permitting students to express themselves on a topic of general interest, and to reach conclusions based on evidence developed in class.

5. After the debate has been initiated, stop discussion long enough to instruct the debaters (or all members of the debating teams) that before any of them speaks he must repeat what the previous speaker said, and repeat it to the satisfaction of the prior speaker.

6. Instruct the observers to note three things about each repeated statement: a) the race of the previous speaker, b) the race of the person repeating a message, and c) whether the message was repeated to the satisfaction of the previous speaker.

7. As with role-playing, this is an excellent exercise in which to have participants swap roles after the initial debate is concluded, or stopped because of lack of significant progress. When possible, have observers and participants swap roles, choose another topic for debate, and repeat the process.

CAUTION:

If it is decided to swap observer and participant roles it is desirable in step 6 above to have observers note names rather than race in a) and b). This conceals the reason for the observations and permits all students to fullfill both roles without unusual self-consciousness about this race or that of the preceding speaker.

FOLLOW-UP:

Discussion after the exercise might concentrate on the following issues, subsequent to analysis of the observers' data:

1. Was cross-race communication any better or worse than same-race communication?

2. Did the instances of acceptable repetition tend to increase as the debate progressed?

3. What was the usual cause of a speaker being unable to repeat a message to the satisfaction of the previous speaker?

MATERIALS:

Possible topics for debate include the following:

1. Black colleges are necessary.
2. Busing to achieve integration is advantageous.
3. Policemen are objects of displaced aggression.
4. Black Nationalism is inevitable in America.
5. Officers of organizations in integrated schools should be elected in proportion to the ratio of blacks and whites.

The class should be encouraged to generate a topic of their own which is related to the exercise, if they are dissatisfied with the above list.

"The Po' Dog"

OBJECTIVE:

To provide an unusual demonstration of "racism" and give an opportunity to examine one explanation of racism.

GENERAL INFORMATION:

White Dog, originally published as a book in 1970, was subsequently abstracted and printed in Life in much shorter form. Briefly the story may be summarized as follows:

A dog, Batka, was brought to the home of Romain Gary by Gary's dog, Sandy. Batka got along well with all of Gary's friends, but incidents occurred in which the dog tried to attack a Western Union agent and a worker who came to check a swimming pool filter. That afternoon friends came to Gary's home where Batka welcomed them most graciously. They were white, and Gary remembered that both the man from Western Union and the worker who came to check the filter were black.

Gary realized that the dog was a "white dog" and tried to find help at a kennel in controlling the dog. The dog was said to be too old to be reconditioned and thus was left in a cage overnight. A black worker at the kennel, named Keys, grew tired of Batka's barking and growling at him as he passed the cage, so he put on a protective suit, went into the cage, and fought with the dog.

Keys later took the dog home, reconditioned him and made him a "black dog". Gary and a white friend went to Keys' home and were attacked by Batka. Batka recognized his former master and was in a state of confusion and frustration; he ran away, was mistaken for a mad dog, and was killed.

PROCEDURE:

Assign the book to one or more students at the beginning of the unit on minority groups to be reported on to the class on the eighth day of the unit. Copies of the shortened version in Life magazine can be supplied and assigned to all members of the class.

FOLLOW-UP:

After all members of the class have read at least a synopsis of White Dog and the individual book report has been completed, discussion might focus on some of the following questions:

1. Was Batka a prejudiced dog?
2. When did you first suspect what Keys was doing to Batka? Why?
3. Was Keys justified? Why?
4. What parallels can you see between Batka when he first arrived at the home of Romain Gary and a stereotypic white racist?

5. What similarities can you see between Batka after he was reconditioned by Keys and a stereotypic black racist? What differences?

6. At the beginning of the story, would it have been easier to recondition Batka or a black or a white racist to be tolerant of both blacks and whites? At the end, just prior to Batka's death, would it have been easier to recondition Batka or a black or a white racist to be tolerant of both blacks and whites?

7. In terms of the story can you "teach an old dog new tricks"?

8. Is racism anything more than the end result of a person's prior experiences?

REFERENCES:

Gary, R. White Dog. Life, Oct. 9, 1970, 69, #15, 58-74.

This is a short version of the story abstracted directly from the next reference.

Gary, R. White Dog. New York: The New American Library Co., Inc., 1970.

The original, complete story.

Minorities and the Police

OBJECTIVE:

To compare and contrast the community relations which exist between police and minority groups with those existing between police and the majority group, and to discuss possible reasons for hostilities where they exist.

PROCEDURE:

Ask each student to list the two most recent instances of contrast which they have witnessed between the police and citizens of the community. Give each student a list of the following questions to answer regarding the contacts:

1. Was the policeman called or was he in the vicinity?
2. What race was the policeman who responded? The people involved?
3. What was the nature of the contact (a call for assistance, a complaint about a neighbor, an auto accident, a response to criminal conduct, etc.)?
4. How did the policeman handle the situation? Did you think of him as justly performing a duty? Why or why not?
5. Can you describe the feelings your neighbors have for the police?
6. Are your neighbors usually friendly with the policemen on duty there?
7. In what manner is this (non-)friendship shown?

FOLLOW-UP:

Have the students compare the answers of black students with those from white students. Specific questions to be addressed in discussing the contacts between police and citizens would include:

1. Do the nature and frequency of contacts differ?
2. Did the policemen handle the contacts the same or in different ways with different races? Does this difference (if it exists) result from actual differential police treatment or could the biases of the observer have had an affect?
3. Do the feelings of the members of different communities differ toward the policemen? Why?

Caution: This activity requires input from minority students to insure that it is more than an exercise in the analysis of stereotypes. Without potential minority group participation, this activity should not be undertaken.

ALTERNATIVES:

(1) Providing the class is interested, an additional activity which could be related to the above exercise would involve having one or more students read and make a report to the class on Chapter 5, "Minorities Confront the Police" (Bayley & Mendelsohn, 1969). Likewise, have one or more students read and make a report on Chapter 6, "The Police Confront Minorities" from the same source.

After explaining to the class that the Bayley and Mendelsohn study involved an investigation of the practices of the Denver, Colorado police, students should be encouraged to compare their own descriptions from the initial exercise with information gleaned from Chapters 5 and 6 above.

(2) This is an exercise in which it would be very profitable to have a member of the local police force visit the class room, both to listen to the students' comments and to react to their descriptions of recent contacts with the police which they have witnessed. It will provide a very valuable source of alternative or corroborative explanations for student accounts.

REFERENCE:

Bayley, D. H. and Mendelsohn, H. Minorities and the Police: Confrontation in America. New York: The Free Press, 1969, p. 109-171.

Conditioned Helplessness

OBJECTIVE:

To demonstrate a potential parallel between Pavlovian conditioning and helplessness and certain human response patterns.

GENERAL INFORMATION:

It is risky to make the jump from Maier, Seligman, and Solomon's (1969) research with animals to the social situation in which blacks currently find themselves. However, with that caution in mind, it is interesting to consider the similarity of types of responses in the two situations. The following account of the research work is adapted from the work of Maier, Seligman, and Solomon (1969).

PROCEDURE:

Reprint the reading in the Materials section on five separate sheets and hand out the first page to the students the day before the remaining sheets are to be discussed. On the day when this unit is discussed, the students will be asked at various points to stop and discuss what they've read up to that point. No sheet in the activity should be given to students until they have discussed and understood the questions raised on the preceding sheet. Some possible answers to various questions are grouped below in the Follow-up section. Teachers desiring additional discussion material should consult Maier, et al. (1969). Make sure students understand that (1) much work remains to be done in this area, (2) the parallels are only tentative suggestions, (3) conclusive answers will not be forthcoming for a number of years, and (4) the research has been replicated with many animals besides dogs, including humans.

FOLLOW-UP:

Questions on Page 1 are answered on Page 2.

Possible answers to questions on Page 2 include:

(1) Adaption: The dogs may adapt to the shock during the shock harness experience. This is unlikely because adaption to intense shocks has never been demonstrated, it is unlikely adaption would last 24 hours, and dogs run and howl during the first trial in the shuttle box which does not indicate adaption has occurred.

(2) Sensitization: Perhaps the dogs are so sensitized to the shock that they are too motivated to give organized responses in the shuttle box. This would explain inefficient responding, but not the lack of responding.

(3) Competing motor responses: The Experimental dogs may have been reinforced for a superstitious response other than jumping, but no evidence of this was found in the shuttle box. Active responding may be punished by onset of the shock, but if so it should be reinforced by offset of the shock. Perhaps a specific motor response is used to reduce the severity of the shocks,

but this is unlikely since inescapable shocks in the harness are unlikely to be ameliorated by motor responses. Likewise, dogs totally inactivated by drugs in the harness still did not learn to avoid shock in the shuttle box.

(4) Emotional exhaustion: Perhaps the dogs are not escaping because they are emotionally exhausted. There is some evidence that there is no interference effect if 48, 72, or 144 hours intervene between the two training stages, but simple exhaustion is inadequate since (1) the interference effect, if obtained at 24 hours, has been shown to last at least a month, (2) the dogs are not exhausted since the Experimental dogs did run and howl during early trails in the shuttle box, (3) failure to escape shock is curable by physically dragging the dog over the hurdle. A fourth explanation for the inadequacy of this hypothesis can be drawn from the experiment on Page 5 but should not be discussed until that point.

(5) Learned helplessness: Evidence for this is contained in Pages 3-5 of the students' readings.

The answers to questions on Page 3 are listed on Page 4.

Questions on Pages 4 and 5 are primarily discussion type, but a potential answer to the first two questions on Page 4 can be drawn from the reading material on Pages 1-4. The third question on Page 4 is answered on Page 5. Concerning the fifth question the response of the rioters probably most closely parallels the reactions of the Experimental dogs in the inescapable shock harness.

CAUTIONS:

1. Students should not be given this activity until and unless they understand classical and instrumental conditioning.

2. Students should be cautioned against jumping to many or too extreme conclusions based simply on the minimal evidence available from research primarily concerning dogs.

REFERENCES:

Maier, S. F., Seligman, M. E. P., & Solomon, R. L. Pavlovian fear conditioning and learned helplessness: Effects on escape and avoidance behavior of (a) the CS-US contingency and (b) the independence of the US and voluntary responding. In Campbell, B. A. & Church, R. M. (Eds.) Punishment and aversive behavior. New York: Appleton-Century-Crofts, 1969.

Seligman, M. E. P. & Maier, S. F. Failure to escape traumatic shock. Journal of Experimental Psychology, 1967, 74, 1-9.

MATERIALS: See five attached sheets.

Let us start with two groups of dogs. For the first group, the Control dogs, give each of them training in a classical conditioning situation such that they are suspended in air by a harness under their stomach, and they can escape a shock to one paw by pressing a panel with their head or nose. For the second group, the Experimental dogs, give them the same number of practice trials in the paw shock-panel pressing apparatus, but make it such that the Experimental dogs get shocked on the paw whether they press the panel with their head or not. At the end of this training the control dogs have learned that their head pressing response will terminate their shock, whereas the Experimental dogs have learned that they are "helpless". No matter what they did they got shocked anyway.

After this training give all the dogs a 24-hour rest. Then put each dog into an escape-avoidance shuttle-box which involves a two-chamber box with an electrified floor where the two chambers are separated by a hurdle which is chest high to the dog. When the electricity is turned on in one chamber the dog can escape by jumping the hurdle to the other side of the box. In addition, each time the dog is placed in the section which is about to be electrified, a dim light comes on 10 sec. before the floor is electrified so the dog can completely avoid the shock if he jumps the hurdle when the light comes on but before the floor is electrified.

Questions: (1) What will happen when you put the Control dogs in the shuttle box after their prior training in which they could learn a response by which to escape shock?

(2) What will happen to the Experimental dogs in the shuttle box after their prior training in which they could not escape the shock?

A number of psychologists have tried experiments such as the one just described and the results in the shuttle box are surprising. The Control dogs will learn to escape, and eventually to avoid, the shock in the shuttle box. By contrast, the Experimental dogs run and howl when the shock is turned on in their chamber of the shuttle box. The Control dogs will eventually (by accident?) scramble over the barrier, and this rapidly becomes their first response. However, the Experimental dogs soon stop running and howling and simply remain silent until the shock is terminated, which is typically 60 sec. after it is turned on. To the observer, it would seem the Experimental dogs simply "give up" and "take what's coming".

Question: (1) What might produce the interference effect for the Experimental Dogs such that prior training with unavoidable/inescapable shock results in their not being able to learn to escape shock in the shuttle box?

As you may have guessed by now, a great deal of theorizing has gone on in an attempt to specify what it is that produces the interference effect such that Experimental dogs will not try to escape shock in the shuttle box while Control dogs will. What happens?

It is a fairly safe assumption that animals, even as humans, learn to expect certain things to result from their actions. In most situations, a dog learns that responding either produces a reinforcement or does not produce reinforcement (a condition called extinction). But now consider the initial training for the Experimental dogs. In that situation the simple learning and extinction relationships did not exist. In fact, after some interval of training in the unavoidable-shock apparatus the Experimental dogs probably learned that reinforcement (that is, termination of the shock) was independent of the presence or absence of responding. In simple words, if you were in that apparatus you would shortly conclude "nothing I do matters."

If this is so, the interference effect could be produced as follows: (1) Initially in the harness the Experimental dog makes many active responses, just as the Control dog does. (2) But since the shock is delivered anyway to the Experimental dog, he learns "Nothing I do matters." (3) The shock in the shuttle box creates the same expectation that was learned in the harness, that is, that shock termination is independent of responding. (4) As a result there is little incentive to initiate responses while being shocked in the shuttle box, so the likelihood of jumping the barrier is low.

Learned helplessness has been coined as a descriptive phrase for this phenomenon. The Experimental dogs in the first shock harness simply learn to be helpless.

Question: (1) As we have just seen, it is not the shock itself which produces helplessness, but what is it?

The hypothesis, or possible explanation, that has been developed makes it clear that it is not the shock itself which produces helplessness. It is the dog's lact of control over the shock which produces the effect. Thus, learned helplessness should not result from previous experience in which dogs could escape from shock. In 1967, Seligman and Maier performed a test of this hypothesis using three groups of 8 dogs. The Escapists were trained just as the Control Dogs we talked about earlier; the Yokels were given identical shocks in the harness apparatus to that received by the Escapists. The only difference was that the Yokels could not turn the shock off by pressing the panel--their responding was unrelated to when the shock was turned off. The Naivetes were given no training in the harness apparatus.

At the end of the harness training, the Escapists knew the appropriate panel-pressing response to terminate the shock; the Yokels were simply lying motionless having learned that responding was not related to when the shock would be terminated. Twenty-four hours later all dogs received 10 trials of escape-avoidance training in the shuttle box. Both the Naivetes and the Escapists quickly learned to escape shock by jumping the barrier whereas three quarters of the Yokels failed to learn to escape the shock in the shuttle box. The helplessness hypothesis was supported--it is not the shock, but the dog's inability to control the shock that produces failure to escape.

All the discussion has been based on dogs to this point, but similiar evidence of learned helplessness has been found in cats, fish, rats, and man. This brings up an interesting point: The Kerner Commission Report described the typical rioter of the late sixties as a black male, 53% being 15-24 years of age, 81% being 15-35 years of age.

Questions: (1) Why do you suppose the rioters were young?

(2) Is it possible that older blacks illustrate the principle of learned helplessness? Is it possible that blacks, being constantly discriminated against have learned, "nothing I do matters"?

(3) If so, what might be done to overcome learned helplessness?

(4) If there is a parallel between the responses of some blacks to discrimination and prejudice (which they cannot control) and of dogs to inescapable electric shock, in the shuttle box, with what point in the experiment with the dogs would the riots of the blacks coincide?

The problem of correcting learned helplessness is an interesting one, and again Seligman and Maier (1967) have done an experiment with the dogs which provides some clues to the solution of the problem. They contended that prior experience with escapable shocks should (1) interfere with the dog's subsequent ability to develop a "nothing I do matters" attitude by providing experience with having a response result in shock termination, and (2) allow the dog to discriminate between the place(s) where shocks are escapable and the place(s) where they are inescapable.

The experiment was a simple one. A group of dogs was given some escape-avoidance in the shuttle box before they received inescapable shock in the harness. The learned helplessness was eliminated. That is, if the Experimental dogs in the first experiment we discussed, or the Yokels in the second one were given initial training in the shuttle box prior to being placed in the inescapable shock harness, these animals nevertheless continued to escape the shock when put back in the shuttle box 24 hours after the shock was or was not avoidable.

Question: What are the implications of this experiment for the education of persons who are likely to encounter discriminations over which they have no control?

A Closer Look

OBJECTIVE:

To illustrate stereotyping in the news and advertising carried by the mass media such as magazines, and to compare stereotypes in magazines typically read by members of one race with those in magazines typically read by members of a different race.

PROCEDURE:

Assign students to find recent issues of magazines read primarily by whites, e.g., Time, Newsweek, McCall's, and Sports Illustrated. Assign other students to find recent issues of magazines read primarily by blacks, e.g, Ebony, Jet, Essence, and Black Sports. Other students should be assigned to find a complete copy of a recent local newspaper.

Have the students cut out all pictures contained in a particular issue of a magazine or in a complete newspaper and bring the pictures to class the next day. Make sure in the class as a whole that at least one issue of each of the eight magazines listed above is included in the assignment.

Several questions may be answered by analyzing the pictures brought in by students. For example, do any companies advertise in at least one of the magazines in both sets of four listed above (e.g., both Sports Illustrated and Black Sports)? If so, match the advertisements by company name for analysis and discussion by the class.

As another possibility, list all of the activities and jobs engaged in by whites as depicted in each magazine, and make a similar list of all the activities and jobs engaged by blacks as depicted in each magazine. This comparison may be especially interesting if limited to specific comparisons such as Sports Illustrated vs. Black Sports or McCall's and Essence.

FOLLOW-UP:

Discussion following a perusal of the variety of pictures brought in by the students might consider several of the following issues:

(1) Are there differences in the advertisements of a particular company as they appear in magazines likely to be read primarily by one race as compared to its advertisements in a magazine read primarily by another race? (Be careful to compare only advertising which appears in magazines published at approximately the same time.)

(2) Are any stereotypes depicted? If so, what jobs and/or conditions are blacks occupying? Whites? Others?

(3) Are there any particular occupations in which blacks seem more likely to be represented? For example, do relatively more blacks appear in sports-related activities? Is this paralleled by more or less representation of blacks in advertising in sports magazines?

"Racism in America"

OBJECTIVE:

To promote discussion and understanding of what consituttes racism.

PROCEDURE:

Show students the picture from the cover of Racism in America which is included in the Materials section. Generate a brief discussion of the picture getting students to express their opinions of what it depicts.

As a required reading assignment, either assign students to read the Racism in America pamphlet or give students a copy of the appended information which has been abstracted from Racism in America.

FOLLOW-UP:

Classroom discussion should address the following issues, among others:

1. What is racism?

2. What is overt racism? Give some examples.

3. What is institutional subordination? Give some examples.

4. Can you think of specific examples of racism in your community?

5. Can you think of specific ways of combating racism in your community?

REFERENCE:

U. S. Commission on Civil Rights, Racism in America, Clearinghouse Publications, Urban Series No. 1, January 1970.

This pamphlet can be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Cost: $ .50. Teachers will find this to be an invaluable source of information for this exercise.

MATERIALS:

See appended sheets.

Definitions

Racism: Any attitude, action, or institutional structure which subordinates a person or group because of his or their color.

Overt Racism: The use of color per se (or other visible characteristics related to color) as a subordinating factor.

Institutional subordination: Placing or keeping persons in a position or status of inferiority by means of attitudes, actions, or structures which do not use color itself as the identifying mechanism but instead use other mechanisms indirectly related to color. The indirectness is the crucial factor in this definition.

The phrases "colored" and "nonwhite" may variously be used to refer to any or all of the following: American Indians, Chinese Americans, Japanese Americans, Mexican Americans, Blacks (Negroes), and/or Puerto Ricans.

Benefits of Racism to Majority Groups

The oppression experienced by minority groups because of racist action may be economic, political, and/or social as are the benefits to whites (in America).

ECONOMIC:

1. Reduces competition by excluding members of certain groups from access to benefits, privileges, jobs or other opportunities or markets.

2. Exploitation of members of the subordinated groups through lower wages, higher prices, higher rents, less desirable credit terms, or poorer working or living conditions than those received by whites.

3. Avoidance of certain undesirable or "dead end" jobs (like garbage collectors) by creating economically depressed racial or ethnic groups which will be compelled by necessity to carry out those jobs, even though their potential skill levels are equal to those of other groups.

POLITICAL:

1. Manipulation of potential voters in order to maintain exclusive white control over an entire governmental structure (such as a county government in the South), or some portion of such a structure (such as a ward in a Northern city), which would be controlled by nonwhites if all citizens enjoyed equal voting rights, since nonwhites are a majority of the potential electorate in that area.

2. Manipulation of political district boundaries or governmental structures by whites so as to minimize the ability of nonwhite voters to elect representatives sensitive to their needs.

3. Exclusion of nonwhites from a proportionate share - or any share - of

government jobs, contracts, and other disbursements through the decisions of white administrative officials.

4. Maintenance of the support of nonwhite voters by either white or nonwhite politicians who fail to provide reciprocal government policy benefits and other advantages to the same degree as for white groups in the electorate.

5. Voter refusal to support a politician who is clearly superior to his opponent merely because he is not a member of the same racial or color group as the voters themselves and his opponent is.

SOCIAL:

1. Creates feelings of superiority in comparison to nonwhites.

2. Suppression in oneself or one's group of certain normal traits which are regarded as undesirable.

3. Promotion of solidarity and reduced tension among white nationality and social class groups.

4. Avoiding the necessity of adopting difficult or costly politics to solve key social problems by falsely blaming those problems upon "immoral behavior" by members of subordinated groups.

5. Diverting one's own energies from maximum self-improvement efforts by claiming that white racism makes any significant self help attempts by colored people ineffective and useless.

Combating Racism

As concluded by the United States Commission on Civil Rights the following are means by which racism may be reduced.

1. Make all Americans - especially whites - far more conscious of (1) the widespread existence of racism in all its forms, and (2) the immense costs it imposes on the entire nations.

2. Build up the capabilities of minority group members, and greatly strengthen their opportunities and power to exercise those capabilities, especially regarding public and private activities that directly affect them.

3. Develop legislative and other programs which simultaneously provide benefits for significant parts of the white majority and for deprived or other members of nonwhite minority groups, so it will be in the immediate self-interest of the former to support programs which aid the latter.

4. Insure that minority group members are in a position to contribute to the design, execution and evaluation of all major social policies and programs. This will improve the quality of such policies and programs by introducing a certain sensitivity to human values which is too often lacking in the overly technology-oriented behavior of the white majority.

5. Influence local, state and national policies and programs--both public and private--so they have certain characteristics which will reduce their possible racist effects.

6. Create recognition among all Americans that overcoming the burden of racism will cost a great deal in terms of money, time, effort, and institutional changes; but that this cost is a worthwhile investment in the future which both society as a whole and individual taxpayers can bear without undue strain.

7. Search out and develop alliances of nonwhites and whites organized to obtain common practical goals, particularly in combating racism.

8. Create many more positively oriented contacts between Whites, Blacks, and other minority group members - including personal contacts, and those occurring through mass media.

9. Open up many more opportunities for minority group members in now predominantly white organizations (such as businesses), areas (such as suburban neighborhoods), and institutions (such as public schools), and encourage other arrangements where members of different groups work, live, or act together.

RACISM
AND

The Kerner Commission Report

OBJECTIVE:

To relate previous student learning and experience to current events and to foster an inquisitive attitude toward the solution of "racial" problems or problems stemming from relations between minority and majority group members.

PROCEDURE:

Assign all students to read the Introduction and Summary of the Kerner Commission Report.

FOLLOW-UP:

Classroom discussion should evolve from the following questions:

1. Describe some of the communities where the disorders occurred in 1967.

2. In each case of disorder, what was the final incident before eruption?

3. Why do you suppose the initial violence took place generally in the evening or at night?

4. Describe the typical rioter.

5. What were their grievances? Which grievances held priorities?

6. What were the underlying causes of the grievances or the rioters?

7. How did the policemen view their roles in containing the riots?

8. How did the rioters perceive the policemen?

9. What affect do you think the riots had (1) on the communities in which they occurred? (2) On the nation as a whole? (3) Internationally?

10. What conclusion did the Commission reach concerning the basic cause of the disorders?

11. What were some of their suggestions for controlling riots and bettering the situation?

12. Do you have any suggestions that you would add to theirs?

REFERENCE:

Report of the National Advisory Commission on Civil Disorders. New York Times Editors. Dutton, 1968.
This is the complete Kerner Commission Report.

Wertheimer, M. (Ed.) Confrontation: Psychology and the problems of today. Glenview, Illinois: Scott, Foresman and Co., 1970.
Contains an excellent, short (Pp. 114-122) chapter-by-chapter summary of the Kerner Commission Report.

The Dove Counterbalance Intelligence Test*

OBJECTIVE:

To question the use of aptitude tests which are based on the available experiences in one culture when members of other cultures are expected to compete and do well on the tests.

GENERAL INFORMATION:

Are you "culturally deprived?" Terrible thing to ask? It is even more terrible to say this about someone when they perform poorly on aptitude tests using items based on another culture. Unfair? Sure it is. People from non-white, lower-class, and/or culturally deprived background are required to do well on aptitude tests keyed to white, middle class culture, before they are allowed to perform in that culture. By the same standard, it seems only fair that people of white, middle-class culture should likewise do well on aptitude tests keyed to non-white lower-class culture before they are allowed to perform in such a milieu.

PROCEDURE:

1. Reprint the test included in the Materials section and give one copy to each student in class.

2. Read aloud the instructions printed at the top of the test, and then instruct the students to work through the questions at their own speed.

3. After all the students have finished, read the letters of the correct answer for each question, allowing each student to score his own responses correct or incorrect.

4. Have each student count his number of correct responses.

5. Either walk to each student and determine his (or her) score so that the mean score for the class can be quickly calculated, or have students pass in their papers and then the teacher can calculate a class mean. It is strongly preferable to calculate the mean immediately and proceed with this exercise while student interest is high.

6. Divide the class into two equal sized groups based on each student's score. Make sure the "better" group is clearly identified, separated, and praised as such by the teacher. (One way to achieve this is to ask students with a score above the mean to sit in the front half of the room, with the below-mean students sitting behind.) (This use of "discrimination" in the classroom is valuable as a means of facilitating discussion of the test's virtues or faults.)

FOLLOW-UP:

1. If more black students are in the "better" group, stress this fact.

2. Ask students in the "poorer" group whether they felt the test was

fair to them. Why? Have students in the "better" group react to the answers.

3. Ask students in the "poorer" group how they would feel if they were given this test, or a similar one, in order to enter college or qualify for a job. Why?

4. Is someone who scores low on the Dove test "culturally deprived"? How about someone who scores low on a "standard" test of intelligence, e.g., the Wechsler Adult Intelligence Scale?

CAUTIONS:

1. The effectiveness of the test depends upon the racial makeup of the class. The test would prove most effective in an integrated situation. Students in an all black classroom situation could, as an alternative attempt to develop their own test using items similar to those in the Dove test.

2. Be certain when the exercise is completed that the students understand the Dove Counterbalance Intelligence Test is an intelligence test in name only, that it is primarily attempting to demonstrate the difficulties faced by any person who has his "intelligence" tested by a test drawing questions from a culture to which the person has had no exposure.

*REFERENCE:

Sanford, D. The Chitling Test. The New Republic (Dec. 16) 1967, 157, No. 25, p. 7.
This article contains additional information which the teacher may find useful in conducting this exercise.

MATERIALS: See attached information for Dove Counterbalance Intelligence test.

Correct answers to Dove questions are as follows:

1 b	10 d
2 d	11 c
3 c	12 d
4 c	13 d
5 d	14 b
6 c	15 c
7 a	16 d
8 c	17 c
9 c	18 a

Your name:_____Date:_____No. of correct answers_____

This test, devised by Adrian Dove is called the Dove Counterbalance Intelligence Test. You should read the questions carefully and select the answer you believe to be correct. Write the letter of your answer in the blank to the left of each question.

_____1. Which word is out of place here?
(a) Splib
(b) Grey
(c) Blood
(d) Spook
(e) Black

_____2. A "Hankerchief head" is:
(a) a cool cat
(b) a porter
(c) a hoddi
(d) an "Uncle Tom"
(e) a "preacher"

_____3. Cheap "Chitlings" will taste rubbery unless they are cooked long enough. How soon can you quit cooking them to eat and enjoy them?
(a) 15 minutes
(b) 2 hours
(c) 24 hours
(d) 1 week (on low flame)
(e) 1 hour

_____4. The first black Congresswoman is:
(a) Willie Mae Turner
(b) Beulah Sanders
(c) Shirley Chisholm
(d) Lority Long
(e) Diahann Carrol

_____5. Who did "Stagger Lee" kill (in the famous blues legend)?
(a) his mother
(b) Frankie
(c) Johnny
(d) his girlfriend
(e) Billy

_____6. January 15 was the day when:
(a) the slaves were freed in the U.S.A.
(b) the slaves were freed in Texas
(c) the slaves were freed in Jamica
(d) Martin Luther King was born
(e) Booker T. Washington died.

_____7. If a man is called "Blood" then he is a:
(a) fighter
(b) Mexican-American
(c) Black
(d) hungry hemophile
(e) Redman or Indian

_____8. If you throw the dice and "7" is showing on the top, what is facing down?
(a) Seven
(b) Snake Eyes
(c) Boxcars
(d) Little Joes
(e) Eleven

_____9. "Jet" is:
(a) an East Oakland motorcycle club
(b) one of the gangs in West Side Story
(c) a news and gossip magazine
(d) a way of life for the rich folks
(e) a black acid rock group

_____10. If a pimp is up tight with a woman who gets welfare, what does he mean when he talks about "Mother's Day?"

(a) second Sunday in May
(b) Third Sunday in June
(c) first of every month
(d) first and 15th of every month
(e) none of these

___11. In "C.C. Rider" what does "C.C." stand for?
(a) Civil Service
(b) Church Council
(c) Country Circuit, preacher or an old time rambler
(d) Country Clue
(e) "Cheatin Charlie" (The Boxcar Gunsel).

___12. "Soul on Ice" is:
(a) a movie
(b) a brother in jail
(c) a white person
(d) a title of a book
(e) a play

___13. "Bird" or "Yardbird" was the "Jacket" that jazz lovers from coast to coast hung on:
(a) Lester Young
(b) Peggy Lee
(c) Benny Goodman
(d) Charlie Parker
(e) "Birdman of Alcatraz"

___14. When brisk cold weather approaches, one can see brothers standing on the corner, talking about the cold winds. These winds are referred to as:
(a) the roadrunner
(b) the hawk
(c) Old Man Winter
(d) Tweety-bird
(e) none of these

___15. Hattie Mae Johnson is on the County. She has four children and her husband is now in jail for non-support, as he was unemployed and was not able to give her any money. Her welfare check is now $286.00 per month. Last night she went out with the biggest player in town. If she got pregnant, then nine months from now, how much more will her welfare check be?
(a) $80.00
(b) $2.00
(c) $40.00
(d) $150.00
(e) $100.00

___16. The opposite of square is:
(a) round
(b) up
(c) down
(d) hip
(e) lame

___17. What are the "Dixie Hummingbirds?"
(a) A part of the KKK
(b) A swamp disease
(c) A modern Gospel Group
(d) A Mississippi Negro, paramilitary strike force
(e) Deacons

___18. "Walk together children..."
(a)...Don't you get weary. There's a great camp meeting"
(b)...For we shall overcome"
(c)...For the family that walks together talks together"
(d)...By your patience you will win your soul" (Luke 21:19)

An Instance of Racism in Society?

OBJECTIVE:

To generate discussion of the pervasiveness of racism; to illustrate how the most well-intentioned act may, nevertheless, perpetuate stereotypes.

PROCEDURE:

(1) Give students (or post for examination) a copy of the single sheet of paper included in the Materials section.

(2) Pose the following problem to your students: "You are the Director of the Belleview Regional Hospital and your Board of Directors has authorized you to prepare the Hospital's Annual Report. Your public relations man has just brought you this layout and proposed that it be used as the cover page for the report. What's your decision?"

FOLLOW-UP:

The discussion should ultimately include such questions as the following:

(1) What stereotypes are projected by the picture?

(2) Do the black and white pictured seem to share equal ability, potential, and/or position?

(3) Is the picture racist?

(4) How could the idea of racial equality have been better presented in an essentially similar pose? Would more blacks or whites in the picture facilitate presentation of equality?

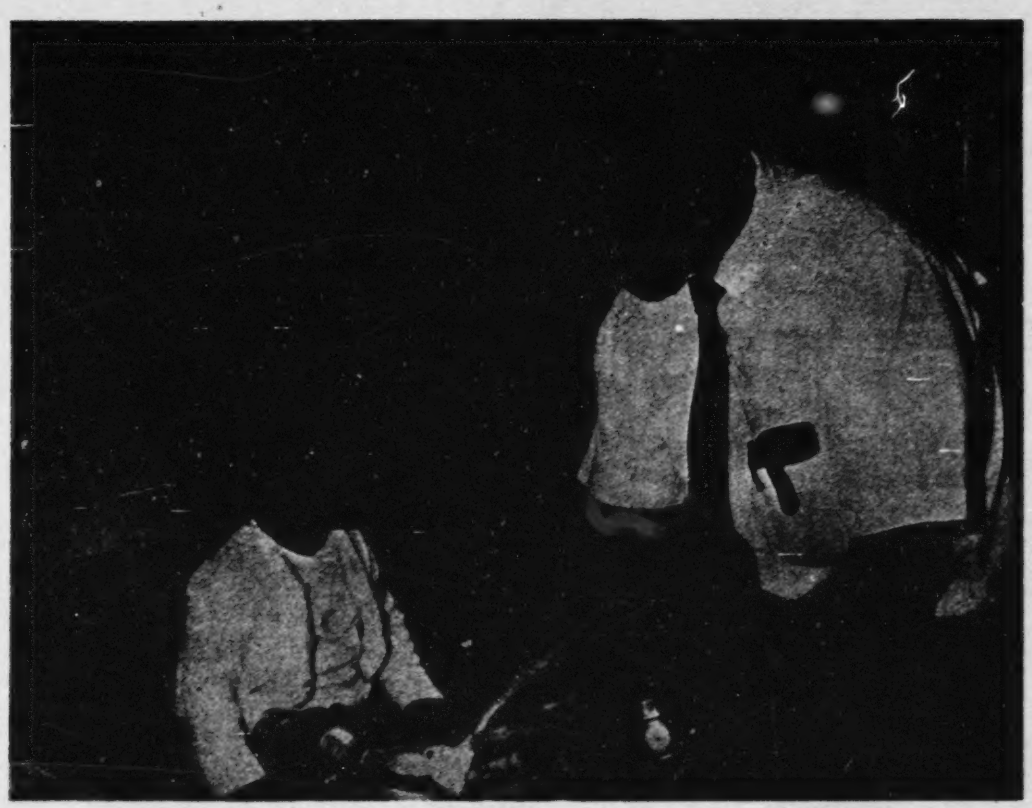
MATERIALS:

See attached sheet.

Twenty-ninth Annual Report of the

BELLEVIEW REGIONAL HOSPITAL

for the current fiscal year



Freedom Riders

OBJECTIVE:

To illustrate the problems associated with taking a "Freedom Ride" and the changes in attitude resulting from such rides.

GENERAL INFORMATION:

Although relatively unique as a psychological (or sociological) event, the Freedom Rides of the 1960's provide an interesting confrontation between, in some cases, vastly differing lifestyles, both black vs. white and majority vs. minority. In addition to the sources listed in the references, valuable information on these rides and riders may be obtained from any of the following organizations:

1. Congress of Racial Equality Core, Inc., 200 West 133rd Street, New York, N. Y. 10030.

2. The NAACP Legal Defense and Educational Fund, Inc., 10 Columbus Circle, New York, N. Y. 10019.

3. Southern Christian Leadership Conference, 334 Auburn Avenue, NE Atlanta, Ga., 30303.

PROCEDURE:

Assign a group of students the task of developing a simulated "Freedom Ride" to present in class. In preparation, individuals in the group may perform the following tasks:

1. Explore the history of Freedom Rides.

2. Read Peck's "Freedom Rider" and/or Haas' "Troubled Summer".

3. Compile a listing of some Freedom Riders and give the background of each in order that students who portray these riders might render a realistic presentation of them.

FOLLOW-UP:

Class discussion following the presentation of the simulation exercise might include the following questions:

1. What prompted each rider to participate?

2. What unforeseen occurrences did he encounter? What was his reaction to the occurrences?

3. Were his attitudes changed as a result of taking the ride? In what ways?

ALTERNATIVE:

The same objective might be achieved by having (groups of) students read and evaluate books listed in the references.

REFERENCES:

Beck, James, Freedom Ride, New York: Simon and Schuster, 1962 and Grove Paperback.
Shows the non-violent resistance of a white Freedom Rider who was almost beaten to death in Birmingham.

Belfrage, Sally, Freedom Summer, New York: Viking, 1965, and paperback.
Story of a young white volunteer in the 1964 Mississippi Summer project.

Griffin, John Howard, Black Like Me, Boston: Houghton Mifflin Co., 1960.
Story of a white man's experiences in the black world after artificially changing the color of his skin.

Haas, B. Troubled Summer, New York: Grossett Dunlap, 1966.
Includes the story of the killing of three freedom riders in Mississippi.

Halsell, Grace, Soul Sister, Greenwhich, Conn.: Fawcett Pub., 1969.
Story of a white woman's experiences in the black world after artificially changing the color of her skin.

Sutherland, Elizabeth, ed; Letters from Mississippi, New York: McGraw-Hill, 1965 and Signet paperback.
The story of young people who went south to teach or assist in voter registration.

10/1

"My View of _____"

OBJECTIVE:

To give students a chance to summarize their views of the unit.

PROCEDURE:

Have the students choose an aspect of minority experience that has been discussed in the unit and portray this aspect by making a collage for wall mounting. Possible topics for a collage might include:

1. Minorities and the police
2. Discrimination in housing
3. Discrimination in employment
4. Confrontation
5. Black power
6. Extremists
7. "Black is Beautiful"
8. Any other topic related to minority group issues

ALTERNATIVE:

Students could be instructed to mount pictures to form a scroll which will be passed over the plate of an opaque projector. If possible have student locate a musical recording or a poem appropriate to accompany the scroll.

REFERENCE:

Mitchell, L. S. The collage: its use in geographic learning. The Journal of Georgraphy, 1972, LXXI, 422-429.

An excellent, short article on the use of the collage as a teaching technique. Emphasis is also placed on objectives and methods of evaluating the results.

Women as a Minority

OBJECTIVE:

To demonstrate that different minorities may suffer similar discriminatory practices.

PROCEDURE:

Have the students choose a minority group not defined by race and let them suggest discriminations against that minority. Compare the circumstances of the chosen minority with the situation of the blacks in America. Compare discriminations on education, jobs, social positions, etc.

ALTERNATIVES:

(1) Give the students a copy of the chart "Castelike Status of Women and Negroes" (Hacker, 1969) to generate a similar discussion.

(2) Put the left half of the Hacker table on the blackboard as a summary of the minority group unit and challenge students to fill in the right half.

FOLLOW-UP:

1. Do other minorities suffer from some of the same discriminatory practices as those endured by blacks?

2. Can one fairly compare the black situation with the female situation? Explain.

3. What other areas could be added to the chart composed by Hacker?

4. Even as the NAACP, CORE, and numerous other groups have been pressuring for equality for treatment of people, independent of their race, so the Women's Liberation movement of the early 1970's has also been pushing for "equal pay for equal work" and more generally equal treatment regardless of sex. What is likely to happen to the blacks' push for equality if the Women's Liberation movement starts placing (and/or promoting) greater numbers of women in jobs formerly held only by males? Will the blacks be helped? Hindered? Why?

REFERENCE:

Hacker, H. M. Women as a Minority Group. In Roszak, B. and Roszak, T. (Eds.) Masculine/Feminine. New York: Harper & Row, 1969, 130-148.

People Fair

OBJECTIVE:

To demonstrate the similarities in specific types of people regardless of their race and to teach others about lessons learned in the Black/White Experience Unit.

PROCEDURE:

1. Give a copy of the "Types of People" sheet included in the Materials section to each student in class.

2. Assign each student to locate and interview a black and a white member of the local community who qualify as one of the types of people listed.

3. Make sure at least one student is trying to locate examples of each type of person. It is desireable, if possible, to double up the assignments so that a black and a white student are both attempting, for example, to locate black and white conservatives to be interviewed.

4. Provide each student with a copy of the questionnaire included in the Materials section and ask him (or her) to interview both people if possible.

5. Identification of the person interviewed is not necessary. In fact it is desirable to assure the interviewee that his anonymity will be protected. Instruct the students to substitute the number of the type of person being interviewed for the person's name.

6. If time permits, ask the students to bring a representative picture from a newspaper or magazine which depicts the person who was interviewed. The larger these pictures are, the better.

FOLLOW-UP:

After the interviews have been returned with pictures, the class can construct a "People Fair" in the class (or other available) room, with invitations extended to other classes and departments of the school to visit the project.

2. Separate the pictures and interviews by the race of the person interviewed.

3. Post the illustrative pictures for each type (e.g., convicts) in one area of the room with blacks paired with whites, and under each picture post either the original questionnaire or a shorter summary sheet which contains the important information from the interview in more abbreviated fashion.

4. Class discussion should evolve from consideration of questions such as:

a. Were all types of people found in both races? Why?

b. What are the similarities when a comparison is made within a particular type of person, but across race? What are the differences?

c. Are there indications that independent of a person's race there are certain factors present in both representatives of a particular type of person?

5. Other materials drawn from previous exercises in the unit on the black experience can be displayed. If the exercises were used, materials could be drawn from Children's Art, (10/4), General Population Statistics (11/2), The Prejudiced Tongue (3/5), A Closer Look (9/2), Police and the Minorities (8/3), and/or Predjudice by Pen (3/6). In addition, DISCrimination and some of the other games might be available in the room.

MATERIALS:

(1) Below is a list of types of people for students to locate and interview:

alcoholic
businessman
"cassanova"
cloistered Nun
conformist
conservative
convict
doctor
drug addict
hippie
intergrationist
liberal
moderate
priest or minister
reformed convict
"religious fanatic"
revolutionary or radical
separatist
segregationist
vagrant
women's lib advocate

(2) On the next page is a copy of the questions to be used in interviewing black and white representatives of each occupation or position.

Questionnaire for People Fair

A. Parents

1. Were you reared in the home of both parents? foster parents?

2. Describe the personality of your mother, father (or foster parents).

3. Which parent dominated the household?

B. Childhood

1. Were there other siblings? How many? What sex?

2. How many siblings were older than you? Younger?

3. Describe the relationship that existed between you and your parents. Your sisters and brothers.

4. What would you say the economic standing of your family was?

5. Describe some of your closest playmates' personalities.

6. What restrictions did your parents place on you? (recreation, study, chores, responsibility for other siblings, etc.)

C. Adolescence

1. Were both of your parents still present in the home? If not, did you have foster parents? If so, how did they differ from your natural parents?

2. Who was most influential in your life throughout the adolescent period? Why?

3. Did you feel that you were gradually being emancipated from the family during the period of adolescence?

4. How did you spend your leisure time in adolescence? With whom?

5. What "issues of the times" interested you most? least?

6. Were you actively involved with these issues? If so, what prompted active involvement?

7. During this period, had you begun to form permanent goals for your future?

8. What were some of these goals?

9. Do you feel that you have achieved most of them? If not, why?

10. If you did not form goals during adolescence, did you do so in adult life?

11. Have you achieved any of these goals? If not, why?

12. What issues of today interest you most? Why?

Children's Art

OBJECTIVE:

To illustrate the different perceptions of black and white children when asked to portray the same person or object by drawing it.

GENERAL INFORMATION:

There are a number of alternative explanations which might be offered to explain the differences which are manifest in the pairs of drawings appended in the Materials section. The most obvious suggestion is that black and white children have very different perceptions of the same events, objects, and persons. However, the obviousness of this explanation should not deter one from also considering other equally viable suggestions. For example, it could be that black children receive significantly less training in graphic arts, so that although their perceptions of given scenes do not differ from their white counterparts' perceptions, nevertheless their ability to portray that perception is markedly different.

This issue is raised simply to caution the teacher against permitting the class doing this exercise to jump to too many hasty, overdrawn conclusions based on the very limited evidence herein presented. Interested students should be referred to Coles (1967 or 1970).

PROCEDURE:

1. Show the students one drawing of one of the pairs of drawings appended in the Materials, with the information on the drawing covered over, folded behind, or in some other manner hidden from the students.

2. Prime the students to consider the following kinds of questions, and encourage the class to reach some consensus as to the answers:

   a. What was the child asked to depict?

   b. Was the child who did the drawing black or white? Why do you think so?

3. After the class has answered the above questions, present the other drawing of the pair, again with the information printed on the drawing covered over, folded behind, or in some other manner hidden from the students.

4. Pose the same questions listed in Step 2 above to the class and encourage some kind of consensus about the second drawing.

5. Now give the students the available information about each drawing.

FOLLOW-UP:

Follow-up discussion directed toward comparing the two drawings should include questions such as:

1. Generally, does a black child perceive his or her world differently than a white child? Why?

2. What are some of the possible underlying reasons for the obviously marked differences in drawings when a black child and a white child are asked to draw the same object, event, or person?

REFERENCES:

Breaking the American Stereotypes. Time, Feb. 14, 1972, 99 (7), 36-42.

An excellent summary of some of the broader implications of Coles' work, including descriptions of some of the means by which he has gathered his pictures and drawings.

Coles, R. Children of Crisis: A Study of Courage and Fear. Boston: Atlantic-Little, Brown, 1967.

A rich source of information with which to supplement this exercise.

Coles, R. Teachers and the Children of Poverty. Washington, D.C.: The Potomac Institute, Inc., 1970.

This book is an excellent source of procedural and supplementary information directly relevant to this exercise. The book can be ordered ($2.00) from: The Potomac Institute, Inc.
1501 Eighteenth Street, N.W.
Washington, D. C. 20036

Wertheimer, M. Confrontation: Psychology and the Problems of Today. Glenview, Illinois: Scott, Foresman, 1970.

Contains an adaptation of earlier writings by Coles as well as additional drawings which could be used with this exercise (Pp. 102-113).

ALTERNATIVE:

Have members of the class agree on a list of subjects to be drawn, and then have students collect drawings from both black children and white children. These children should be the same age, should be asked to draw the same object, person, or event, and should be tested in as nearly comparable situations as possible. That is, ideally all children's drawings which are to be compared should be collected from the same class, or at least from children living in the same general neighborhood.

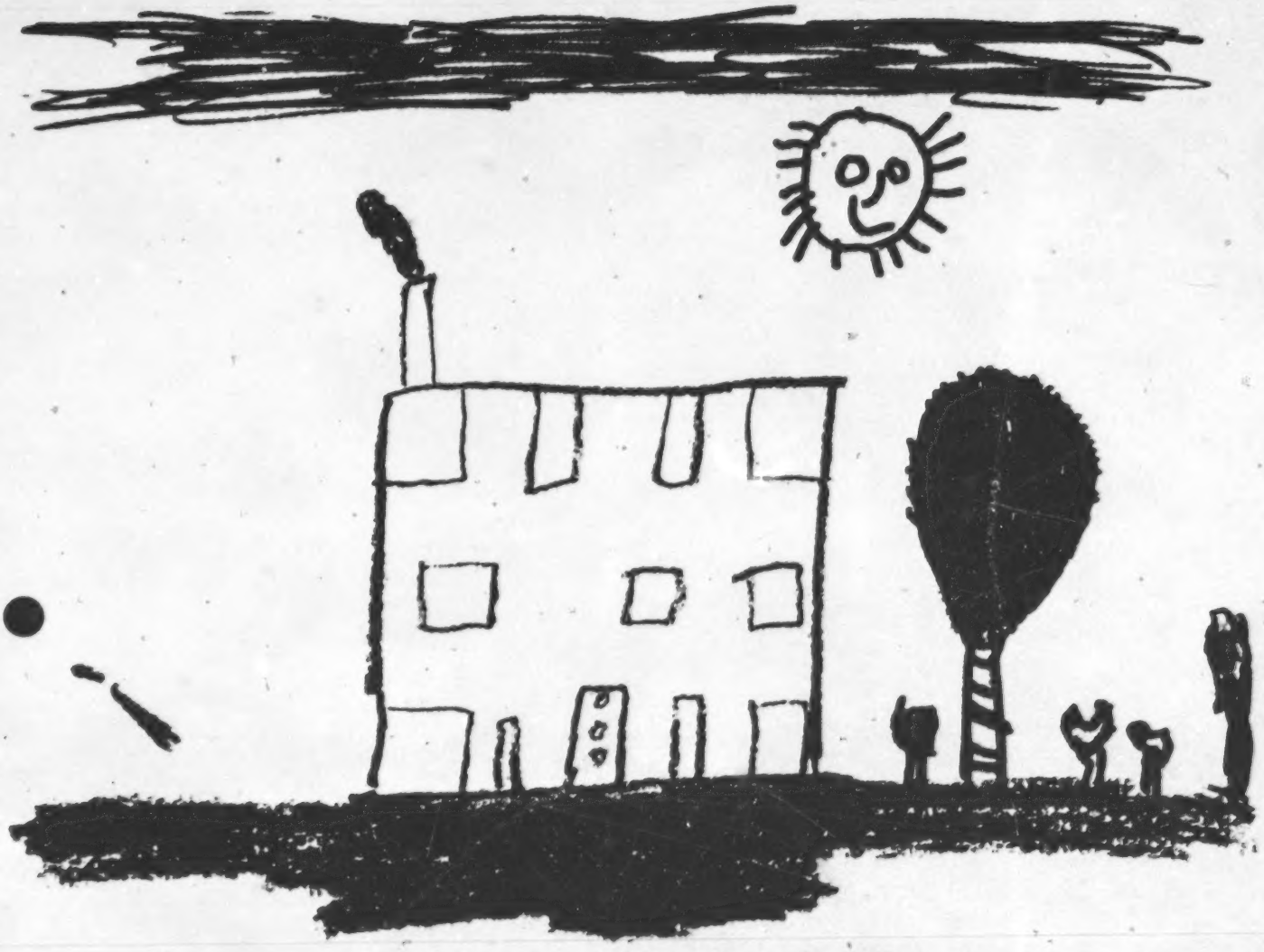
This alternative should not be attempted unless the students have previously familiarized themselves with Coles' techniques of collecting and interpreting data.

MATERIALS:

See appended sheets.

A black child draws his house, a grim tenement.

c 1970, Robert Coles
Used with permission



A white child draws his house, a suburban model with much to make it pleasant.

c 1970, Robert Coles
Used with permission

A black child shows the teacher with a pointer and on a stool. "She's always over you and on you to do something and she gets annoyed too quick. She's too nervous about us, I think."

c 1970, Robert Coles
Used with permission

A white child says the same teacher is "friendly" and "likes to hug us a lot."

c 1970, Robert Coles
Used with permission

Sites to be Visited

OBJECTIVE:

To be established by the teacher in terms of specific class needs.

GENERAL INFORMATION:

Many of the following resources are usually available in a community or within the state and may be utilized by the class. Their use will depend upon the teacher and the specific objectives to be achieved, as well as local availability and access. Each site, depending upon its assets, may be related to the Black/White America Unit.

Historical or Cultural data

- Museum
- Library
- State Archive
- Chamber of Commerce
- Plantation
- Historical and Preservation Societies

Economic data

- Employment agency
- Bank
- Welfare agency
- Insurance firm
- Union office
- Visit to rural, suburban, and/or ghetto areas
- Credit Bureau
- Industry

Housing Patterns

- Real Estate Board and/or agencies
- Housing authority
- Planning board
- Welfare agency

Employment Practices

- Employment agency
- Planning board
- Government installations
- Insurance firm
- Bank
- Credit Bureau
- Commercial firms
- Industry
- Union office

Political Participation

Legislative Delegation
Political Party Headquarters

Legal and Judicial Information

Jail, correctional institution, prison
Police Department
Courtroom
Justice's office
Detention home
Probation officer

Health Practices

Hospital
Clinic
Health institutions (Rest Homes, Mental institutions, etc.)
Medical professional

Religious Practices

churches

Educational Practices

University or college
Kindergarten

Population

Bureau of Vital Statistics
Census Bureau

General

Recreational facilities
YWCA
YMCA
Red Cross Headquarters
USO Facility
Government installations and agencies
Transportation agencies

Sources of information for additional visits

Travel agencies
Historical Societies
Chamber of Commerce
Library
State archives

General Population Characteristics

OBJECTIVE:

To provide information for the teacher to be used as desired for the general good of the class.

GENERAL INFORMATION:

The statistics reported in the table included in the Materials section are based on an advance report of the 1970 census data. The data has been organized alphabetically by state and broken down to reflect the number of blacks, whites, and all other types of citizens in each state.

REFERENCE:

U. S. Bureau of the Census, Census of Population: 1970, Advance Report. PC (V2)-1.

MATERIALS:

See following page.

General Population Characteristics

STATE	White	Negro	Other
Alabama	2,528,983	908,247	6,935
Alaska	236,767	8,911	54,704
Arizona	1,604,948	53,344	112,608
Arkansas	1,561,108	357,225	4,962
California	17,761,032	1,400,143	791,959
Colorado	2,112,352	66,441	28,496
Connecticut	2,835,458	181,177	15,074
Delaware	466,459	78,276	3,369
District of Columbia	209,272	537,712	9,526
Florida	5,711,411	1,049,578	28,454
Georgia	3,387,516	1,190,779	11,280
Hawaii	298,160	7,573	462,828
Idaho	698,802	2,130	11,635
Illinois	9,600,381	1,425,674	87,921
Indiana	4,820,324	357,464	15,881
Iowa	2,782,762	32,596	9,018
Kansas	2,122,068	106,977	17,533
Kentucky	2,971,232	241,292	6,182
Louisiana	2,539,547	1,088,734	13,025
Maine	985,276	2,800	3,972
Maryland	3,193,021	701,341	28,037
Massachusetts	5,477,624	175,817	35,729
Michigan	7,833,474	991,066	50,543
Minnesota	3,736,038	34,868	34,065
Mississippi	1,393,283	815,770	7,859
Missouri	4,177,495	480,172	18,834
Montana	663,043	1,995	29,371
Nebraska	1,432,867	39,911	10,715
Nevada	448,177	27,762	12,799
New Hampshire	733,106	2,505	2,070
New Mexico	915,815	19,555	80,630
New Jersey	6,349,908	770,292	47,964
New York	15,790,307	2,166,933	233,500
North Carolina	3,891,510	1,137,664	52,885
North Dakota	599,485	2,494	15,782
Ohio	9,646,997	970,477	34,543
Oklahoma	2,275,104	177,907	106,218
Oregon	2,032,079	26,308	32,998
Pennsylvania	10,737,732	1,016,514	39,663
Rhode Island	914,757	25,338	6,630
South Carolina	1,794,430	789,041	7,045
South Dakota	630,333	1,627	33,547
Tennessee	3,283,432	631,696	8,559
Texas	9,696,569	1,419,677	80,484
Utah	1,031,926	6,617	20,730
Vermont	442,553	761	1,016
Virginia	3,757,478	865,388	25,628
Washington	3,251,055	71,308	86,806
West Virginia	1,666,870	73,931	3,436
Wisconsin	4,258,959	128,224	30,548
Wyoming	323,024	2,568	6,824

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Office of the Secretary of Alasks
Juneau, Alaska 99801

Arizona State Dept. of Library & Archives
309 State House
Phoenix, Arizona 85007

Arkansas History Commission
Dept. of Archives and History
Old State House
300 W. Markham St.
Little Rock, Arkansas 72201

State Archives and Central Record Depository
Office of the Secretary of State
1020 O Street
Sacramento, California 95809

Division of State Archives and Public Records
332 State Services Bldg.
1525 Sherman Street
Denver, Colorado 80203

Connecticut State Library
231 Capitol Ave.
Hartford, Conn. 06115

Delaware Public Archives Commission
Hall of Records
Dover, Delaware 19901

Florida State Library
Department of State
Supreme Court Bldg.
Tallahassee, Florida 32304

Georgia Dept. of Archives & History
330 Capitol Ave., S. E.
Atlanta, Georgia 30334

Public Archives
Iolani Palace Grounds
Honolulu, Hawaii 96813

Idaho State Historical Society
610 N. Julia Davis Drive
Boise, Idaho 83706

Illinois State Archives
State Archives Bldg.
Springfield, Illinois 62706

Archives Division
Indiana State Library
140 North Senate Ave.
Indianapolis, Indiana 46204

Iowa Dept. of History & Archives
Historical Bldg.
E 12th & Grand Aves.
Des Moines, Iowa 50319

Kansas State Historical Society
120 W. Tenth
Topeka, Kansas 66612

Kentucky Historical Society
Old State House
Box H.
Frankfort, Kentucky 40601

Louisiana has no archival agency

Department of State
State House
Augusta, Maine 04330

Hall of Records
College Ave. & St. Johns Sts.
Annapolis, Maryland 21401

Massachusetts Archives Division
State House
Boston, Mass. 02215

Michigan Historical Commission Archives
State Archives Library
3405 N. Logan Street
Lansing, Mich. 48918

State Archives & Records Service
Minnesota State Archives Commission
117 University Ave.
St. Paul, Minnesota 55101

Mississippi Dept. of Archives & History
Box 571
Jackson, Mississippi 39205

State Historical Society of Missouri
Hitt & Lowry Streets
University Library Bldg.
Columbia, Missouri 65201

Historical Society of Montana
Veterans and Pioneers Memorial Bldg.
225 N. Roberts Street
Helena, Montana 59601

Nebraska State Historical Society
1500 R Street
Lincoln, Nebraska 68508

Nevada State Historical Society
P. O. Box 1129
Reno, Nevada 89504

New Hampshire Historical Society
30 Park Street
Concord, New Hampshire 03301

New Jersey State Library
State Dept. of Education
185 W. State St.
Trenton, New Jersey 08625

Historical Society of New Mexico
State Museum of New Mexico
Box 2087
Santa Fe, New Mexico 87501

New York State Library
Education Bldg.
Albany, New York 12224

North Carolina State Dept. of Archives & History
Box 1881
Raleigh, North Carolina 27602

State Historical Society of North Dakota
Liberty Memorial Bldg.
Bismarck, North Dakota 58501

Ohio Archives Division
Ohio Historical Society
1982 Velma Ave.
Columbus, Ohio 43211

Archives Division
Oklahoma Dept. of Libraries
Box 53344
Oklahoma City, Oklahoma 73105

Oregon State Archives
Oregon State Library
State Library Bldg.
Salem, Oregon 97310

Division of Public Records
221 Education Bldg.
Harrisburg, Pennsylvania 17126

Rhode Island State Archives
Department of State
314 State House
Providence, Rhode Island 02908

South Carolina Dept. of Archives & History
1430 Senate Street
Columbia, S. C. 29201

South Dakota State Historical Society
Soldiers Memorial
Pierre, South Dakota 57501

Tennessee State Library and Archives
Seventh Avenue N.
Nashville, Tennessee 37219

Archives Division
Texas State Library
Texas Archives & Library Bldg.
1201 Brazos Street
Drawer DD-Capitol St.
Austin, Texas 78711

Public Records Commission
Montpelier, Vermont 95602

Virginia State Library
Capitol Street
Richmond, Virginia 23219

Washington State Archives
Department of General Administration
Olympia, Washington 98501

West Virginia Dept. of Archives & History
State Capitol Bldg. Rm. E-400
Charleston, West Virginia 25305

State Historical Society of Wisconsin
State Archives Division
816 State Street
Madison, Wisconsin 53706

Wyoming State Archives and Historical Dept.
Cheyenne, Wyoming 82001

Resource Persons for Classroom Presentation

OBJECTIVE:

To be specified by teacher in terms of specific class needs and purposes of classroom visit.

GENERAL INFORMATION:

The use of outside resources, whether people, institutions, or organizations, from the local community is an exercise which reaps numerous benefits including added interest to students, and additional sources for information for students.

It would be impossible to list all such sources, especially since they vary from community to community, however what follows is a list of resource persons common to most communities:

1. Chief of police and/or members of his department
   [Questions which might be addressed to such a person would include:
   a. What percentage of the citizens of this town (city, county, etc.) is black?
   b. What percentage of the yearly arrests here involve black people?
   c. What percentage of the police force here is black?
   d. What position is held by the highest placed black official in the department?]

2. Ministers and priests
   [Questions which might be addressed to such a person would include:
   a. Does your church consider one of its missions to be the furthering of positive inter-race relations? If so what programs is your church involved in addressing this issue?
   b. What is total membership of your church? Of this, what percentage is black? White? Other?

3. President (or other officers) of local bank

4. Official of a manufacturing company

5. Member of a political party of a legislative delegation (County, State, and National)

6. Officer or member of local,state and national organizations (e.g., NAACP, KKK, White Citizens Councils, et al.)

7. Officer or member of local Chamber of Commerce

8. Doctor, dentist, or other person in health-related field (e.g., Public health, mental health, vocational rehabilitation)

9. Retired person with useable knowledge and skills

10. State, county, and/or parish official or other personnel
11. Personnel concerned with local government (e.g., City Planning Board)
12. Author or writer residing in the community
13. Marriage counselor or other social worker
14. Educational personnel, including persons with special skills within one's own school
15. Member of the legal profession - judge, lawyer, etc.
16. Member of the Armed Forces
17. Immigration and naturalization official
18. Realtor
19. Librarian
20. Museum curator
21. Department store official or a local merchant
22. Union officials - and members

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A psychiatrist discusses the effect of the civil rights struggle on children, the psychological meaning of race, and the role of social and political crisis in individual lives.

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